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REPORT
TO
THE TRUSTEES
OF THE BEQUEST OF THE LATE
JAMES DICK, Esq.

I. J. P.



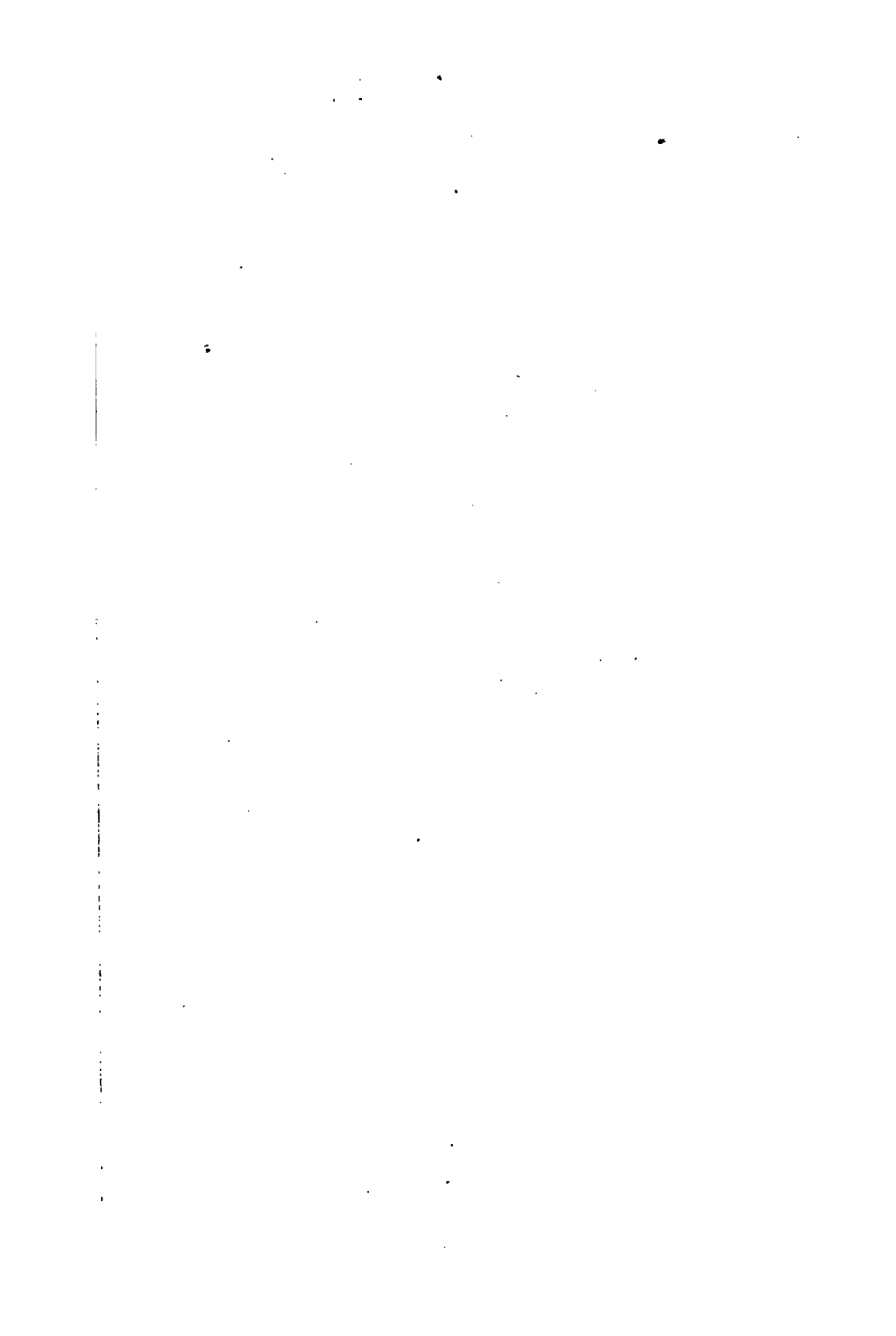
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REPORT

TO

THE TRUSTEES

OF THE BEQUEST OF THE LATE

JAMES DICK, ESQ.

FOR THE BENEFIT OF

THE COUNTRY PAROCHIAL SCHOOLMASTERS
IN THE COUNTIES OF ABERDEEN,
BANFF, AND MORAY.

BY ALLAN MENZIES,

CLERK TO THE TRUSTEES.

EDINBURGH:

PRINTED BY THOMAS CONSTABLE.

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NOTE BY THE TRUSTEES.

THE Trustees hope that not only those particularly interested in the Bequest, and those connected with the three Counties in which it more immediately operates, but the Public at large, will feel, that in printing and circulating this Report, they do an act useful as relates to the parties interested and to the public, and just, in relation to him by whom it was prepared. They cannot doubt that the value of the Report, and the ability shown by the Reporter, will be acknowledged and appreciated, and the candid and enlightened views taken by him be generally approved of.

The Trustees are anxious, in the exercise of the important trust committed to them, to give effect to whatever may appear likely to promote the benevolent intentions of Mr. Dick. They deem themselves fortunate in having secured the services of Mr. Menzies; and conceive, that, in the discharge of their duty, and with a view to the end for which the Trust was instituted, they are called upon to listen favourably to what has been so ably suggested by him. To his abilities and scholarship, no less

than to his unwearied zeal and sound principles, shewn in the discharge of his duties, they are glad to bear this public testimony.

The Trustees need scarcely say, that in adopting the principle of division pointed out in the Report, they fully reserve to themselves the power conferred upon them by Mr. Dick's Will, "to increase, diminish, or altogether to discontinue" any allowance made from the funds; and the scheme which they have adopted in the late division, or any other which may be hereafter substituted, will be subject to such modification as they, in the exercise of their discretionary power, may think proper.

W. DUNDAS.

RICH^d. MACKENZIE.

A^w. STORIE.

JAMES JOLLIE.

J. G. CRAIG.

HENRY JARDINE.

ROGER AYTOUN.

JOHN FERRIER.

WAL. COOK.

J. A. MACKENZIE.

JAS. HOPE, jun.

EDINBURGH, *8th July*, 1835.

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INTRODUCTION.

THE late **JAMES DICK**, Esquire, of Finsbury Square, London, died upon 24th May, 1828.

On 14th November, 1823, Mr. Dick had executed a General Disposition, in the Scotch form, of the whole heritable and moveable property in Scotland of which he might die possessed, to certain persons, as Trustees, for the purposes specified in a Will in the English form, which he had previously executed, or to be specified in any other Will, Codicil, or writing which he might subsequently execute.

On 18th May, 1827, Mr. Dick executed a Will in the English form, whereby, after revoking all Wills previously made, he conveyed all his real and personal estate to the Executors therein named, upon Trust, to pay his debts, funeral and testamentary expenses, and various legacies. The residue of his property he directed his Executors to pay and make

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These Deeds stood unrevoked and unaltered at Mr. Dick's death. Some time after the execution of the Codicil, Mr. Dick had resolved to nominate Trustees of the Residuary Bequest for behoof of the Schoolmasters, and to express his intentions regarding the management of it more fully, and drafts of two deeds were in consequence prepared for these purposes. The one was a trust-deed by which the Bequest was formally constituted, and the Keeper and Deputy Keeper of the Signet, and the eight Senior Commissioners of the Signet for the time being were appointed Trustees. The other was a deed containing rules and regulations for the guidance of the Trustees. These two drafts of deeds were approved of by Mr. Dick, but he died while they were in the hands of his Solicitor for the purpose of being engrossed for signature.

Immediately after Mr. Dick's death, the Will and Codicil were proved in the Prerogative Court of Canterbury by the Executors, who proceeded in the management of the Testator's estate. In regard, however, to the steps requisite to give effect to the Bequest of his Residuary Estate, they were advised to proceed under direction of the Court of Chancery, and a bill was accordingly filed in Chancery for the purpose of having Trustees nominated. In the course of the proceedings, it was referred by the

Master in Chancery, before whom the matter depended, to the Schoolmasters to recommend Trustees for the Residuary Estate ; and, accordingly, a meeting of the Parochial Schoolmasters of the three Counties was held at Huntly on 18th April, 1829, at which it was resolved to recommend eleven persons as Trustees, namely, the Keeper and Deputy Keeper of the Signet for the time being, eight Commissioners, to be chosen by and from among the Commissioners of the Signet, and the Treasurer to the Society of Writers to the Signet for the time. At a meeting of the Commissioners of the Signet, on 22d June, 1829, they agreed to accept of the Trust, and made choice of eight of their number to be proposed as Trustees along with the office-bearers above named. These gentlemen having been proposed to the Master in Chancery, he approved of them as proper persons to be Trustees, and a Deed of Declaration of Trust, proceeding on the narrative of the Will and Codicil, and of the proceedings in Chancery, and containing various provisions respecting the management of the Fund, was accordingly executed by them.

The names of the Trustees thus originally appointed are as follows, viz. :—

The Right Hon. WILLIAM DUNDAS, Keeper of His Majesty's Signet in Scotland.

RICHARD MACKENZIE, Esq. Deputy Keeper of the Signet, and
ANDREW STORIE, Esq. Treasurer to the Society of Writers to
the Signet.

JAMES JOLLIE, Esq. Commissioner of the Signet.

Sir JAMES GIBSON-CRAIG, Bart. Do.

Sir HENRY JARDINE, Do.

ROGER AYTOUN, Esq. Do.

JOHN FERRIER, Esq. Do.

WALTER COOK, Esq. Do.

JAMES MACKENZIE, Esq. Do., and

Sir FRANCIS WALKER DRUMMOND, Bart. Do.

The Trustees entered upon the active administration of the Bequest under the Declaration of Trust above alluded to, in the month of November, 1832. They appointed Alexander Pearson, W.S., who had formerly been agent for Mr. Dick, their Treasurer, and Allan Menzies, W.S., Clerk, the former finding satisfactory caution for his intromissions.

Besides personal funds in England vested in Government Stocks, Mr. Dick left a sum of £33,000 invested in heritable securities in Scotland; and his heir-at-law, in the year 1829, instituted an action against Mr. Dick's Executors, to have the deeds above alluded to reduced, and himself found to be alone entitled to the sum invested in heritable securities. The Executors stated defences in this action, and after full discussion, a judgment was pronounced in their favour, sustaining the deeds as effectual to convey, for the purposes of the Bequest, the funds heritably secured, first, by Lord Moncreiff, Ordinary,

and afterwards, on 19th May, 1831, by the First Division of the Court of Session, and the pursuer having appealed to the House of Lords, the judgment of the Court of Session was affirmed upon 29th August, 1833.

The following is a statement of the Capital of the Bequest arising from the different sources above specified, estimated as at Martinmas 1833, viz. :

Money in the Stocks converted at the selling prices at Martinmas 1833,

| | | | |
|--|-----------------|-----------|----------|
| £41,000, bank 3 per cent. reduced annuities | | | |
| at £87, - - - - - | £35,670 | 0 | 0 |
| £49,958. 16s. 3d. 3 per cent. consols at £88, | 43,963 | 15 | 1 |
| £4,000 new 3½ per cents. at £96½ | 3,860 | 0 | 0 |
| | <u>£83,493</u> | <u>15</u> | <u>1</u> |
| Sum lent on heritable securities in Scotland, | 33,000 | 0 | 0 |
| | <u>£116,493</u> | <u>15</u> | <u>1</u> |
| Deduct Legacy Duty on Capital derived from | | | |
| Heritable Securities, - - - - - } | 3,346 | 10 | 6 |
| Leaving Capital as at Martinmas 1833, | <u>£113,147</u> | <u>4</u> | <u>7</u> |
| The amount of Dividends, Interests, &c., accrued upon the Residuary Estate, from Mr. Dick's death to the term of Martinmas 1832, was | £17,911 | 3 | 0 |
| The Income for the year from Martinmas 1832 to Martinmas 1833, after deducting all expenses, was | £3,597 | 13 | ¾ |

The mode in which these sums have been, and are to be applied, will be shewn in the Report.

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REPORT, &c.

THE first step which the Trustees took, with a view to the discharge of the important trust confided to them, was to obtain Returns from all the Parishes in the district comprehended in the Bequest, of the various circumstances and facts connected with education generally, and, in a more particular manner, with the Parochial Schools. These Returns form a highly interesting, and, in some respects, a very complete body of evidence. An abstract of them was prepared, and there is now submitted to the Trustees, in an Appendix, a table of the most important results arising from the facts which the Returns exhibit.

There is thus formed a correct record of the state of matters in regard to education in the Parochial Schools, at the commencement of the operation of the Bequest—the value of

which, considerable in any view, is enhanced by the particular consideration, that a reference to it at any future period will serve to test and ascertain the degree and mode of the influence of the Bequest in all the quarters where it is calculated to be influential.

The information derived from these Returns, and from the clerks' visitation of the Schools within the district during the months of March, April, and May, 1833, enabled the Trustees to proceed with the division of a large portion of the funds, consisting of arrears of interests, dividends, &c. which had accrued from the date of Mr. Dick's death (May 1828,) till Martinmas 1832, the period when the Bequest came into operation. The amount of this accumulated fund of arrears ascertained as at Martinmas 1832, was £17,911. 3s. And as this sum had arisen during a period in which no special requirements connected with the Bequest had been addressed to the parties interested, the Trustees resolved that it should be divided upon the principle of equality of participation, excepting in regard to certain cases which presented strong reasons for a different course.—The sum above mentioned

has accordingly been in part distributed, and is now in the course of distribution, among the Teachers whose claims have been admitted, and the representatives of Teachers who died during the period of accumulation, according to the duration of incumbency within that period.

There is also now to be divided, as the net income of the Bequest for the year from Martinmas 1832, to Martinmas 1833, the sum of £3597. 13s. 3½d.

The latter sum having accrued since the period at which the Trustees entered upon office, falls to be divided according to the principle which the Trustees shall determine, for the regulation of the annual distribution of the Bequest, with a view to the attainment of the object of the Testator: viz. the encouragement of active Schoolmasters, and the elevation of the literary character of the Schoolmasters and Schools within the district.

As a preparatory step to the distribution of the year's income above specified, and the determination of the regulating principle, the Trustees called for Returns from all the claimants of the particular circumstances and

facts relating to their respective Schools, during the year in which the income above specified arose. As 14 of the 137 Schools* admissible to the benefit of the Bequest, (and to which the original Returns refer,) have not yet, owing to particular circumstances, been admitted, no returns were obtained from these in relation to the year above mentioned. The returns for the year ending Martinmas 1833, therefore, embrace, in so far as yet obtained, only 123 Schools, and no general table of results has yet been extracted from them, as it is hoped that at a future period the number may be increased by the admission of some of the claimants. An abstract has, however, been framed, and will occasionally be referred to in this Report.

In order to exhibit the mode in which the

| | |
|---|-------|
| * The total number of Schools for which claims were lodged, was, | 142 |
| But it was found by the opinion of council that the Trustees were not entitled to admit the four Schools in the royal burghs of Banff, Elgin, and Forres, nor the School of a district of Cromdale, situate in Inverness-shire, therefore deduct, | 5 |
| | <hr/> |
| Remains, | 137 |

Bequest has operated, and in which it is proposed that it should operate in future, the Report contains the following particulars, viz. :—

BRANCH I.—A general view of the constitution, emoluments, &c. of Parochial Schools in Scotland, pointing out the advantages and disadvantages incident to them, and showing the operation of the Bequest in reference to certain defects which experience has indicated as attaching to Parochial Schools in ordinary circumstances.

BRANCH II.—A view of the system of teaching and internal management of Parochial Schools, illustrated by special reference to observations and facts in regard to the Schools embraced by the Bequest.

BRANCH III.—Statement of a proposed plan of distribution.

BRANCH I.

CONSTITUTION OF PAROCHIAL SCHOOLS — ADVANTAGES AND DISADVANTAGES INCIDENT TO THEM—OPERATION OF THE BEQUEST IN RELATION TO CERTAIN DEFECTS IN THE SYSTEM.

THE system of Parochial Instruction in Scotland has always commanded the admiration, not only of those who have been educated under it, or are otherwise more immediately conversant with its principles and details, but of others also, who, viewing it from a distance, have caught only its general outline and objects. Nor does this admiration appear to be misplaced, when, on the one hand, we consider the wisdom and sagacity which devised a scheme for the moral and intellectual culture of the young, whatever their situation or circumstances, and by connecting that scheme with the National Church Establishment, wedded education to religion, and thus not

only enabled, but necessitated them to uphold and cherish each other; and when, on the other hand, we remember how that plan has recommended itself to the affections and support of the people, and the unceasing influence for good, which, through a succession of many generations, it has, by universal acknowledgment, exercised upon their character.

The peculiar circumstances and arrangements which have bestowed upon our Parochial Schools their character of permanence and utility are well known and sufficiently obvious.

The first and grand characteristic, which has already been adverted to, is their connection with the National Church. It was undoubtedly fitting that institutions designed for the moral training of youth, and for impressing upon their tender minds the character best calculated to render them good men and useful members of society, should be placed under the superintendence of those whose office is conversant with the highest spiritual interests of man. And if the Church has strengthened her bulwarks by having the youth of the land formed, through her influ-

ence in the Parish School, for her admiration and defence, she has repaid the benefit by surrounding the school with a portion of her own sanctity and interest in the affections of the people, thus communicating to it the pledges of her own durability.

In the practical arrangements for the support of our Parochial Schools a peculiar excellence has been pointed out, (particularly by Dr. Chalmers,*) viz. that of combining the advantages which schools upon other principles only enjoy separately. The school which is sustained exclusively by endowment, enjoys in the fund for its support a provision for its permanence, but it wants the stimulus and energy infused by a dependance on fees. On the other hand, the adventure school, or that which is supported exclusively by fees, is, of necessity, instinct with life and activity ; but it is destitute of the independent character and the power of surviving fluctuation, which an endowment confers. It will readily be perceived how these opposing advantages are

* Considerations on the System of Parochial Schools in Scotland. Glasgow, 1819.

united, and their countervailing disadvantages obviated in the Parochial School.

The legal provision of salary, school-house, dwelling-house, and garden, secures the permanent establishment of at least one school with an independent and respectable teacher in every parish, and is attended with various advantages corresponding to the different circumstances which exist. It creates and sustains throughout the land the thirst of knowledge, which otherwise would not thus widely exist. For all experience teaches, that this is not a spontaneous appetite of man, but must be implanted and kept in life and vigour by external and obtrusive applications. The utility of the legal provision in this respect is especially perceptible in the remote, unproductive, and thinly peopled districts, where it provides education for those who would otherwise want even the desire to obtain it, and who could not satisfy that desire, if it did exist, from inability to pay fees. The benefit of the system is equally certain, if less striking, in more populous and fertile parishes. It is true, that there the desire originally implanted by the Parish School, evinces itself in the

erection of other seminaries. But these are exposed to the risk of many contingencies. A change in the population, a temporary paucity of scholars, the age, the infirmity, the misconduct, or the misfortune of a teacher, popular prejudice or caprice,—any one of these causes may, and does continually prove destructive to the school, which even itself, perchance, or a similar circumstance affecting the Parochial School, erected. The legal provision carries the latter safe through all such perils. An incumbent may sink under them, and the school may for a time be deserted, but the institution stands firm under the shadow of the Church and the Law, and waits only till the cloud has passed to re-assert its claims, and vindicate its usefulness.

But it is evident that, although the Church superintends, and the Law provides an Endowment, there is yet something wanting to appeal to those interests and considerations, by which, in the wisdom of Divine Providence, men are, whether through the weakness of human nature, or from motives of a more exalted character, roused to active exertion. Enough may be done to avoid the sanc-

tion of the Church's power, though much is left undone ; and if so, the legal provision is secure, whatever the amount of exertion.

The stimulus thus wanted is provided in the shape of fees, which the Schoolmaster is not only permitted, but enjoined, to exact. The advantage of this is not confined to the appeal which is made to the Teacher's desire to better his circumstances. Where fees are exacted, there is a contract entered into between the teacher and the parents or guardians of his pupils, which imposes upon the former a clear and acknowledged responsibility of a powerfully stimulating nature. The other party again is secured in a right of expectation, which, however silently it may be regarded by both, cannot fail of an active and efficient operation. It is true, that the parents and guardians of children are, in the general case, little qualified to judge of the conduct of a school, or of the merits of systems of education, or even, it may be, of the progress made by the scholars. When they interfere in these matters, they go out of their sphere. But it is equally certain, that they are excellent judges, if not the best, of all those out-

ward but sure symptoms, which indicate laxity or negligence in the discharge of professional duty, and that they are not slow to mark their sense of such derelictions.

It is thus that the advantage of the Adventure or Voluntary School is engrafted upon that which is enjoyed by the Endowed School;—the benefit attendant upon popular opinion acting as a powerful incentive to exertion, while the legal provision rescues from entire dependance upon, or subserviency to, that opinion.

The above hasty and imperfect sketch of the constitution of our Parochial Schools is, we trust, sufficiently expressive of the admiration and affection with which we regard these invaluable institutions. And if we now proceed to point out some of those partial evils and imperfections which attach to them (and what earthly institution is exempt from these?) we earnestly trust that our doing so will be attributed to no feeling inconsistent with the sentiments above expressed,—to no anxiety to reveal the weakness over which a friendly hand would draw a veil. Such an

imputation would wrong us greatly. We act in the performance of a plain duty, and under the impulse of such a spirit as urges a true friend gently to hint the existence of defects and errors, where he knows that there is the power and the will to supply and correct them. We are anxious to perform our duty with all tenderness, and under the due correction of those better qualified to judge.*

I.—WANT OF A STANDARD OF QUALIFICATIONS
FOR SCHOOLMASTERS.

The most obvious and striking defect in the system is, that the law has prescribed no standard of qualification for admission to the office of Schoolmaster.

It is certainly anomalous, that, in regard to

* It was originally intended that this portion of the Report should be quite general, but upon further consideration it has been thought better to illustrate the positions which it contains by reference to the facts ascertained by the Trustees; and this has been done by subjoining to each head a general statement of the facts, and of the steps already taken, or proposed to be taken, by the Trustees, with a view to obviate or remedy the evil.

this most important vocation, in the right exercise of which the public have so deep a stake, the statute-book should contain no positive injunction of any the smallest extent of learning or knowledge, or professional skill, as a condition of admission to the office. The heritors* elect, and it is true that the individual chosen by them must appear before the Presbytery of the bounds, and be examined. The sufficiency of the provision for Presbyterial examination we shall presently inquire into. But it is not only contrary to all rule, but in obvious violation of every principle of reason and expediency, that an office, upon the right discharge of which the acquirements, habits, intelligence, and happiness of our youth are to a great extent dependant, should not demand any course of preliminary study or preparation, but be left open to be aspired to by all, without distinction of age or habits, lite-

* The Clergyman of the Parish has a vote along with the Heritors, but in the case where that vote would have most weight, viz. when there is only one Heritor, the voice of the Clergyman is neutralized by the Heritor having a double vote. The patronage is thus in effect entirely in the Heritors.

rary acquirements, or natural capacity for communicating knowledge.

It is not sufficient to say that the electors will satisfy themselves in regard to the qualifications of the candidates. In many instances there is no doubt that they do so ; but this is a matter which ought not to be left to the risk of any contingency, when it is in the power of the law to secure the requisite qualifications by prescribing certain acquirements, or a specified course of study, as an indispensable requisite for admission to the office.

It is plain, however, that the law does not regard the Electors as judges of the attainments or capacity of the candidate, for it is provided that, after his election, he shall be examined by the Presbytery, and shall not be admitted to the duties or emoluments of his charge, without a Presbyterial certificate to the effect that he has been found on trial duly qualified. Now, in regard to the examination by Presbyteries, it may be remarked,

1. That it is impossible for any body of men, who have not a clear and imperative line of duty marked out for them, to divest

themselves of a feeling of the severe penalty which an unfavourable exercise of their discretion towards the candidate will inflict, and that cases must occur in which the certificate is granted rather through kindness, or as a matter of course, than upon a rigid estimate of qualifications. Nor can this result excite surprise, in a system where, instead of an accurately defined course, the duty of the Examinators is vague, and, with the exception after mentioned, discretionary.

2. Nor is it in the power of the Presbytery to prescribe for itself the standard of attainments which its members may deem necessary for the adequate qualification of Schoolmasters. The statute empowers them to take trial of the Presentee, upon such branches only as the Heritors can require him to teach.

It is not in regard to literary or scientific acquirements alone that the law in its present state appears to be unsatisfactory and inefficient. These, no doubt, form a great, and very important part of the necessary qualifications of a Teacher, but no truth is now better established, than that the faculty of acquiring knowledge is different from, and

may exist without, the faculty of communicating it. The latter exists among different individuals, in various degrees. In some it develops itself spontaneously, as occasion demands ; in others, it requires to be excited, directed, and matured. But there is no doubt that, in whatever degree it may have been bestowed by nature, the power may be improved by training and exercise. This ability to communicate instruction, however, or teaching faculty, is one of which the law* takes no cognizance, and which has been in practice nearly as much overlooked by individuals. And yet it would be difficult to estimate too highly its importance. It converts what is otherwise problematical into certainty. The Teacher who is equipped with learning merely, is but half provided for his undertaking. He is a husbandman who has

* In a late case, the opinion of a high legal authority was taken, whether a Presbytery, in taking trial of a Presentee to a School, is entitled to take into account his aptitude to teach. In the case referred to, the Teacher's inaptitude had been established by unequivocal evidence. The opinion was, that the Presbytery could not give weight to that circumstance in forming their judgment.

laid up stores of seed, but is destitute of those implements, and of that knowledge of the capability of the ground, and its culture, which alone can enable him to sow with judgment and profit. He, on the other hand, who has the faculty of teaching, is furnished with the power of descending in imagination to the ideas and feelings of boyhood, and by picturing to himself the exact image of his pupil's mind, he finds the precise mode through which that mind is capable of receiving the impression which he desires to make. Enabled to sympathise in the feelings of oppression from difficulty, and of conscious joy in acquirement, he knows when to cheer and encourage, and when to temper commendation with warning of trials yet to be surmounted.

And the above is but one of the powers necessary to an accomplished and successful Teacher. He must also have the faculty of order, without which his duty will be done in but a confused and unsatisfactory manner, for confusion in externals will more or less impress itself upon the mind and its efforts. He must have command of temper, without which he will lose the respect of his pupils, and con-

sequently his influence over them. And there must be that fine intelligence which, by a secret, but sure and strong power, commands the obedience, without estranging the affections, of the pupil. These, without descending to more minute points, are some of the chief characteristics which go to the formation of an able and efficient Teacher. That they are, to a considerable extent, dependant upon natural constitution, may not be denied; but that, if not formed, they may at least be awakened, called into action, moulded, improved, strengthened, or regulated as the case may require, by judicious training, is equally certain.

In what manner an object so desirable is to be attained, this is not the place to inquire; but the subject of these remarks may well excuse an allusion to a matter which is forcing itself upon public attention, and seems destined ere long to receive the serious consideration of the Legislature.

It was expected and fondly hoped, that Mr. Dick's Bequest would, in this respect,

exercise a very strong and salutary influence in the three counties to which it applies, by attracting to the schools embraced by it, the most accomplished and successful Teachers in the country. And it is obvious that this is its natural, and ought to be its direct effect. These Schools, possessed as they now are of endowments, which, to deserving teachers, will probably more than double those existing in any other Parochial Schools, must undoubtedly, if their advantages are allowed to have a free operation, command the highest professional qualifications and skill which are to be found. While, therefore, in general and elsewhere, the want of Model or Training Schools may be felt and complained of, here the remedy is apparent, for the means are possessed, (provided there be the will to use them,) of supplying that deficiency as far as it can at present be supplied, by choosing from among all the other schools in Scotland those teachers who are most eminently distinguished by learning and success. The whole of the rest of Scotland is in reality a training school for these counties, if the electors will but use it as such.

It was under the influence of these views, and in consequence of two vacancies having occurred, that the Trustees, upon 16th March, 1833, took into consideration the question, whether or not it was their duty to take any step in reference to the appointment of successors. By the Report upon this matter, approved of by a Minute of that date, it was clearly recognised that the Trustees ought not, in any manner, to attempt to interfere with the electors, as, on the one hand, they possessed no legal character under which they could participate in the election; and, on the other, the expediency of their exercising such a privilege, even if invited to do so, was doubtful, as their concurrence in any appointment might obstruct the exercise of their discretionary power to withhold or restrict the benefit of the Bequest. While, however, it was thus held that there could and ought to be no direct interference or participation, it was felt that the appointment of Teachers was a matter in which the Trustees could not but take a deep interest. This appeared from the object of their appointment, which is to distribute the income of the Fund in such a

manner as “shall seem most likely to *encourage active Schoolmasters, and gradually to elevate the literary character of the Parochial Schoolmasters and Schools* aforesaid.” The Report proceeds as follows :—

“It is very clear that a material part of the object of Mr. Dick, as above expressed, viz. the elevation of the literary character of the Schoolmasters and schools in the three counties is, to a great extent, and very directly dependant upon the selection of well qualified Schoolmasters as vacancies occur. It is equally evident, that as the average encouragement, in point of endowment, held out to Schoolmasters in these counties will probably, in consequence of the Bequest, nearly double the amount of that offered in any other part of Scotland, and as, in terms of the Bequest, that encouragement will increase in proportion to the success and activity of the Teachers, these advantages, if generally known, cannot fail to attract to the schools within these counties the very best Teachers the country can produce.

“Keeping the above considerations in view, it may be doubted whether the Trustees would not be entitled, provided they should think such a course best calculated to attain the object, to stipulate, as conditions of admission to the benefit of the Trust, that such a degree of publicity should be given, and such a mode of election adopted, as would secure the appointment of Teachers the most eminently qualified in regard both to talent and experience.

“Instead, however, of taking such ground as the above, the end in view may, perhaps, be more surely attained by a verbal or written statement to the Clergymen of the parishes where vacancies have occurred, of the terms of the Trustees' appointment, and of the object which, in obedience thereto, it is their earnest desire to accomplish; that they have no desire, and are aware they have no right to interfere in any manner with those powers vested by law

in the Clergymen and Heritors, which they know have been exercised over the country with signal advantage to the community, and that they will not by any proceeding place themselves in a position which would obstruct the exercise of the discretionary power of diminishing and withholding, with which the trust-deed has armed them. That, at the same time, they take a deep interest in the nomination of successors, and will be glad if they can in any way (without prejudice to the discretionary power which they are bound to preserve inviolate) conduce to the assistance of the legal patrons in obtaining Teachers of such talent and eminence as ought to be found in the most richly endowed schools in the kingdom. That they will, therefore, be happy if the Clergymen of the parishes where the vacancies have occurred, will point out any means by which the Trustees can be of service, either in giving extensive publicity to the vacancies, and the advantages of the appointments, or in any other mode consistent with their powers.

“ It might perhaps be also stated, that as very great improvements have of late years been made in the system of teaching, and it has been satisfactorily ascertained that the mere possession of literary acquirements is not a sufficient qualification for a Schoolmaster, unless accompanied by the power of conveying instruction in some instances conferred by nature, in others acquired by practice, it is not doubted that, *cæteris paribus*, that candidate will be preferred who shall produce evidence of his having previously taught with success.

A circular letter by the Clerk, embodying the views, and couched in the terms above specified, was subsequently prepared, and sent to Clergymen of several parishes where vacancies had occurred.

This subject was again brought under the

Trustees' notice by a correspondence in regard to the appointment of an Assistant Teacher to the parish of ——. The Candidates here were two young men, of one of whom, it was stated, that he was only seventeen years of age, and of the other, that he had still to attend College two sessions, and after that the Divinity Hall. In reference to this and similar cases, the Trustees' minute of 5th September, 1833, bears,

“ That the Trustees having again anxiously considered the subject of the appointment of successors or assistants, adhere to the views already expressed by them, and conveyed in the Clerk's printed letter addressed to the Clergymen, for the information of the Electors, viz.: That the Trustees cannot interfere in regard to any such appointment, but are of opinion, that as the Schools in the counties contemplated by this Bequest now present such superior inducements, they ought to attract the best Teachers in the country; that extensive publicity, by advertisement or other modes, ought therefore to be given to vacancies as they occur, in order to secure a fair competition, by certificates, comparative trial, or otherwise, of talented and experienced teachers, and that, *ceteris paribus*, that Candidate ought to be preferred who produces evidence of his having previously taught with success. The Trustees think it proper to state, in addition to the above, that they will view with regret the appointment in any School embraced by the Bequest, of a Schoolmaster or Assistant who, from his youth and inexperience, from the non-completion of his education, or from any other disqualifying circumstances, can neither afford confident anticipations of his success as a Teacher, nor give any assurance that his attendance upon the duties of his office will be incessant and

undivided. These are considerations, the importance and propriety of which cannot, the Trustees apprehend, fail to be acknowledged ; and if in any appointment it shall appear that they have been disregarded, the Trustees will feel themselves imperatively called upon, in the faithful discharge of the Trust committed to them, to withhold, in such case, any portion of a fund expressly destined by its benevolent Testator to raise the character, and increase the efficiency of the Schoolmasters and Schools admitted to a participation in it."

The Trustees have not adopted any farther resolution of a specific nature upon this subject, than that recorded in their minute of 2d July, 1834, which is in these terms :

" The attention of the meeting having been called to some recent cases where vacancies had occurred in the office of Schoolmaster, and young men had been elected considerably under the age of majority, and whose education, in several instances, is understood not to have been completed, the Trustees are unanimously of opinion, that such appointments are much to be regretted, and are so directly calculated to be injurious to the interests of education, that in the administration of this Bequest, it is the duty of the Trustees to mark, in a decided manner, their disapprobation of them. It was therefore resolved, that in the case of any appointment made subsequently to the period when the Trustees entered upon the active management of the Bequest, no portion of the funds shall be allowed to a Schoolmaster who has not attained the age of twenty-one, reserving for future consideration the question whether any allowance should be made in the case of any Schoolmaster who absents himself from his charge during any part of the year, whether for the purpose of attending a University, or for any other cause not involving physical disability."

The point here reserved is of great import-

ance, and, indeed, the whole matter seems still to demand very serious consideration. The Trustees have hitherto done no more than point out the principles upon which, in their opinion, the election ought to be made, and the violation or disregard of which will place them under the necessity of exercising their power to deny any participation in the Bequest. These principles and views have been disregarded in some cases, and it remains to determine the mode and extent in which the penalty is to be applied ; and also, whether any thing further ought to be done by the Trustees, which will act as a preventive against such appointments in future.

1. As to inflicting the penalty of withholding the benefit of the Bequest, that is already to a certain extent determined by the Minute quoted above, which fixes the age of 21 as the earliest at which any Schoolmaster can participate. The question remains, however, upon what conditions or tests is a teacher, after he has attained that age, or one who is appointed when above that age, to be admitted. In the former case, if the appointment was originally bad, the chance may not be great of

its being improved by the lapse of a few years, and there the exclusion ought clearly to be continued even after the attainment of the specified age, as well as in the other case, viz. of an improper appointment at any age.

The protection which, under circumstances as they now exist, the Trustees and the Fund possess, against the admission of persons inadequately qualified, are the following, viz.—

1. The statutory examination of the Intrans by the Presbytery of the bounds. But in regard to this it has already been shewn, that it is an inadequate test, the Presbytery having power to take trial only upon such branches as the Heritors may specify, and not being empowered to take any trial in regard to aptitude to teach, or to give effect to any knowledge which they may possess of the Intrans's want of qualifications in that respect.

2. The other mode of ascertaining the Intrans's qualifications is from the reports of presbyterial visitations, and also of the Clerk's visitations. These, however, necessarily form an inadequate criterion of the Teacher's personal attainments in literature.

The Table of Rules and Regulations pre-

pared and approved of by Mr. Dick, but not executed by him, contains, under Rule V., the following condition :—

“ No Schoolmaster shall be entitled to any benefit from the fund unless he shall first submit himself to an examination of the Managers or Committee, or a Committee of their number, and be found properly qualified for his situation ; and neither the standard of qualification to be fixed by the Managers, nor the mode of examination pursued, nor their determination as to the individual qualifications, shall be subject to challenge or review, and the Managers, if they think proper, shall have power to make a reasonable allowance to such Schoolmasters as come from a distance to be examined.” *

There is here suggested an expedient, the adoption of which would have a direct and powerful tendency to produce caution and circumspection in the election of Schoolmasters. Nor would it be unreasonable or improper on the part of the Trustees to require, as a condition of admission to the Bequest, that newly elected Schoolmasters should appear before, and be examined by, persons appointed by them for that purpose. No such ordeal has been instituted in regard to incumbents who

* It will be kept in view, that although the deed containing this regulation was not executed by Mr. Dick, it had not only been approved of by him in draught, as stated above, but had been ordered to be engrossed for his subscription previous to his death.

were in possession at the date of the Trustees' appointments. In these cases, there were obvious grounds in reason and equity for admitting every Teacher against whom there was no clear and tangible objection. These Teachers, with one or two exceptions, had obtained their appointment without any reference to the Bequest, or to the requirements of higher scholarship and skill which it necessarily presents. But the case is materially altered in regard to appointments made subsequently to the date when the Bequest came into operation. One of its purposes is expressly "gradually to elevate the literary character of the Parochial Schoolmasters and Schools," which it embraces. And it does not appear to be inconsistent with reason or propriety that trial should be taken by a different ordeal from what has hitherto subsisted, how far Teachers elected in the knowledge of the existence and purpose of the Bequest, are qualified by their talents and attainments to forward its avowed object, by elevating the literary character of the Parochial Schoolmasters and Schools.

This step is clearly indicated to have been in the view of the Testator, and it is believed

to have been suggested and recommended to him by his advisers, who were men of eminence and distinction in the Church. It has been shown to be not inconsistent with the statutory Presbyterian examination, but to be rather a necessary supplement to produce the full and legitimate effect which that examination is designed to attain. And in certain cases it is believed that the Presbytery would feel itself relieved, rather than encroached upon, by such a measure.

It is for the Trustees to determine, with the above circumstances and considerations in view, whether it be expedient and right to require newly elected Teachers to appear for trial before examiners named by them, and if so, how the examiners should be selected, and where and when the trial should take place.

[The Trustees have upon this point resolved to appoint two Examiners, before whom the Schoolmasters who have been appointed since the Trustees entered upon office, and who may be hereafter appointed to any of the Schools falling under the Bequest, shall undergo an ex-

amination as to their qualifications previous to being placed on the list of persons entitled to the benefit of the Bequest.]

It is also necessary that the Trustees now determine the question reserved* for consideration by the Minute of 2d July 1834, viz.* “Whether any allowance should be made in the case of a Schoolmaster who absents himself from his charge during any part of the year, whether for the purpose of attending a university, or from any other cause not involving physical disability.” Several of the Teachers were absent during the winter 1832-33, for periods of from three to five months. It cannot be doubted that such a step on the part of a Teacher is injurious to the School. A teacher of eminent qualifications cannot be secured upon the temporary engagement, and the slender terms which the assistant must have. And even if his qualifications were of a high order, the absence of the established Teacher, and the consequent interruption of

* P. 25.

his system and method, must (if these are good) be prejudicial. It is therefore to be decided, whether, in the event of such absence, the benefit of the Bequest is to be withheld.

[The Trustees have adopted the principle here pointed at, subject to modification in cases where that may appear to be called for.]

II.—INADEQUACY OF ENDOWMENTS IN SOME INSTANCES.

An evil of some magnitude has arisen in various districts under the operation of a clause introduced into the Act 1803, with a view to facilitate the erection of additional Parochial Schools in parishes, where, from their natural form, or great extent, or population, one School could not be of any effectual benefit to the whole inhabitants.

By the clause of the Act referred to, the heritors and minister of such parishes are authorised, on fixing a salary of three chalders of oat meal (amounting at present to £51.

6s. 7d.) to divide the same among two or more Teachers, according to the extent and population of the parish. As the heritors, however, pay a higher salary, they are exempted from the obligation of providing School-houses, dwelling-houses, and gardens for the Teachers, among whom the salary is divided.

There cannot exist any doubt that this enactment has been very beneficial in its application to some districts peculiarly situated. It has provided education in remote and thinly peopled parts of the country, where the poverty of the inhabitants, as it offered no encouragement to the institution of an adventure or voluntary School, might otherwise have excluded them from the benefit of instruction.

It is an unfortunate characteristic of this provision of the Act, however, that in those situations where, from the want of other advantages, the necessity of an endowment is most urgently felt, and where it is most desirable that the endowment should be eked out by the supply of the requisite accommodations, the *salary* is lower than in the ordinary

case, and the accommodations are, in so far as the law is concerned, entirely denied.

It is plain, then, that this enactment, in its present form, has a tendency to be prejudicial, in lowering the status and diminishing the external respectability of the order of Schoolmasters in the districts where it receives effect. It hence seems to be necessary either that the terms of the law be altered, or its application checked and regulated; and the more so, as the institution of additional Schools upon the Parochial status is becoming common, and extending to districts probably not in the contemplation of the Legislature, when the enactment was passed. That this, indeed, should happen, was to be expected, when it is kept in view that the heritors of a parish make a very trivial sacrifice when they assess themselves in the salary which entitles them to erect additional Schools. The salary is, no doubt, about £17 above the maximum salary for one Schoolmaster, but the heritors not only do not incur any liability to erect *new* School-houses and dwelling-houses, and provide *new* gardens, but they have, in general, claimed and acquired an exemption from these

burdens, even in relation to the *original* School. Besides, it may be doubted how far it is expedient, where a strong necessity does not exist, to obstruct and prevent, by these erections, those efforts of private zeal and generosity in behalf of education, which, however they may fluctuate locally, may, in the main, be calculated upon to a considerable extent in aid of the Parochial Schools.*

These considerations led the Trustees to pause before they admitted the additional Teachers within the district embraced by the Bequest indiscriminately to its benefit, although they were advised by counsel that they were entitled to do so. Here, indeed, it appeared the more necessary to act with caution, as the result of an indiscriminate admission might have been to pension upon the Bequest the whole, or a large proportion of

* There are endowments for private Schools in the counties of Aberdeen, Banff, and Moray, exclusive of the towns of Aberdeen, Elgin, and Forres, to the amount of £839. 9s. 7d. ; and, from the returns received, it is calculated that the annual amount of School fees received in the 391 private Schools which exist in the same district, is £4611. 0s. 4d.

the private Teachers in the three counties, through the medium of the enactment.

The district comprehends eight parishes in which the clause has been acted upon, and these parishes contain in all fourteen additional Parochial Schools, five of which were erected subsequently to Mr. Dick's death. In nine of these cases, the salary was under £13, and in two cases it was so low as £8. 11s. 1d.

The Trustees, under these circumstances, felt it to be their duty to limit the privilege of admission to such of these Teachers, as, by the amount of their provisions and accommodations, were placed in those circumstances of comfort and respectability which, being Parochial Schoolmasters of Scotland, they ought to enjoy, and such as the heritors of a parish would give on their part, if they really wished for the talent and literature in their Teacher contemplated by Mr. Dick, and looked on such talent and literature as required in the particular situation, or as there likely to be useful. This resolution, and the above views generally, were communicated by the Trustees to the agents of the Teachers interested, and also of several of the principal

heritors, at a conference, to which the Trustees invited these parties. And the Trustees having subsequently been requested to specify what provision ought, in their opinion, to be made for the Teachers of such Schools, came to the conclusion, that the provisions to each additional Teacher, including his share of the salary and the accommodations furnished to him, ought not in any case to be of smaller amount in annual value than the minimum salary allowed by the statute, where there is only one Parochial School, which salary is at present £25. 13s. 4d. The Minute farther bears, that

“ The Trustees do not think it necessary to determine what proportion of this should be in salary, and what in accommodations. But they think it right to express a decided opinion, that, whatever salary may be allowed, accommodations should be given of a comfortable and sufficient description, as it is evident that by these, not only the respectability, but the success and efficiency of the incumbents must, in a large measure, be affected.”

By this resolution, the additional Schools in the Parishes of Cromdale, Deer, Gamrie, Kincardine-O’Neil, Longside, Lonmay, and New Deer, were, at the period of its adoption, excluded from participation.

It is gratifying to state, that the propriety

of these views has been generally recognised and acknowledged, and, in some cases, the heritors have proceeded with a liberality highly creditable to them, to supply to the Teachers the deficiency which formed a bar to their admission. This has taken place in the parishes of Gamrie, Kincardine-O'Neil, and New Deer, and there is a prospect of a similar boon being granted by the heritors of Old Deer to the Teachers of the additional Schools in that parish.

It may be proper to notice here a general regulation in regard to salaries, adopted by the Trustees, and intimated to the Schoolmasters at the time when the returns for 1832-33 were called for.

In thirteen of the original Returns from parishes, where salaries, very little, if at all exceeding the minimum specified by the act, had been awarded by the heritors, it was stated that these salaries had been fixed at a reduced rate, expressly and avowedly in contemplation of the incumbent's having the benefit of the Bequest. As it was evident that by this

proceeding the difference between the salary actually settled, and that greater amount which would have been given had there been no expectation of the Bequest, was retained by the heritors, and that they thus, to a certain extent appropriated to themselves the bounty designed for the Schoolmasters, it was felt, both with a view to these cases, and to the general operation which the Bequest ought to have in relation to the legal obligations of heritors, that it was necessary to adopt some regulation, which would act not only as an indication of opinion in regard to the proceedings in the cases referred to, but as a check against the same or similar proceedings in future. It was accordingly intimated that the Trustees felt bound (the more so on account of the circumstances alluded to), in obedience to Mr. Dick's settlement, by which they are enjoined to apportion the Bequest in such a manner as not to relieve heritors and others of their legal obligations, to make the amount of the allowance in each case dependant to a certain extent upon the amount of the salary given by the heritors. A hope was at the same time expressed, that, as this was a re-

sult which could not have been anticipated, the heritors in the cases alluded to, and in others where low salaries had been fixed, would revise their resolutions, and it was notified that any increase of salary of which the Clerk should receive notice before a specified period, would receive effect in the approaching division.

Very urgent representations have been made against the adoption of this principle by those who will suffer by its operation. It is pleaded that this is a matter entirely beyond the control of the Schoolmaster, and that it will be hard to inflict upon him the penalty of the heritors' illiberality, and so make him doubly the victim of it.

It will be found in a subsequent portion of this Report, where the proposed mode and principle of division are specially treated of, that it is not designed to give the amount of salary such a preponderating influence in the division as to render it prejudicial in an extreme degree to those whose salaries are low; and that there are other elements in the proposed scheme which will sufficiently guarantee any Teacher of distinguished merit against



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is reported to have expressed himself as follows, in giving judgment upon the appeal at the instance of the heir-at-law, against Mr. Dick's Trustees :*

“ Notwithstanding the guards and checks he (Mr. Dick) has given by the powers vested in those who are to execute his intention in distributing the fund among the Schoolmasters, it is quite clear that the tendency of this Will and this Trust-disposition is,

* Cameron v. Mackie, Supplement to Shaw and Dunlop, vol. i. p. 127.

when carried into effect, in a great degree to frustrate his own object, and that in two ways. In the first place, by providing so well for those Schoolmasters as to make them less dependant upon their own exertions than might be desirable ; and in the next place, to relieve the Heritors of the parishes from the burden which he feels peculiarly anxious to leave upon them ; the tendency of this Disposition unquestionably is to relieve those Heritors of those parishes, and to take upon himself, at the expense of his own relations, those burdens in respect of Parochial Schools.”

It will be found in the sequel, that provision has been made to obviate the former of the two evils here contemplated. How far the regulations adopted by the Trustees, judging from the very partial and limited operation which they have yet had, are calculated to prevent or correct the other, may be inferred from the results which have already been pointed out as flowing from the proceedings in regard to the additional Parochial Schools, and also from the subjoined table, exhibiting cases in which the heritors of the respective parishes have, with a praiseworthy liberality, augmented the salaries of the Schoolmasters to the amount specified.

AMOUNT OF SALARY.

| PARISHES. | Salary previous to Whitsunday, 1834. | Salary subseqt. to Whitsunday, 1834. | Amount of Increase per Annum. |
|--|--------------------------------------|--------------------------------------|-------------------------------|
| | £ s. d. | £ s. d. | £ s. d. |
| Alford, - - - - | 29 18 9½ | 34 4 4½ | 4 5 6½ |
| Boharm, - - - - | 29 19 1½ | 34 4 4½ | 4 5 3½ |
| Botriphnie, - - - - | 30 0 0 | 34 4 4½ | 4 4 4½ |
| Coldstone, - - - - | 26 0 0 | 34 4 4½ | 8 4 4½ |
| Crimond, - - - - | 28 0 0 | 35 0 0 | 7 0 0 |
| Culsamond, - - - - | 25 13 4 | 30 0 0 | 4 6 8 |
| Daviot, - - - - | 26 0 0 | 30 0 0 | 4 0 0 |
| Inverkeithny, - - - - | 28 0 0 | 34 4 4½ | 6 4 4½ |
| Keig, - - - - | 30 0 0 | 34 4 4½ | 4 4 4½ |
| Keith, - - - - | 30 0 0 | 34 4 4½ | 4 4 4½ |
| Midmar, - - - - | 27 0 0 | 34 4 4½ | 7 4 4½ |
| Oyne, - - - - | 27 0 0 | 30 0 0 | 3 0 0 |
| Pitaligo, - - - - | 32 2 6 | 34 4 4½ | 2 1 10½ |
| Tullyneale and Forbes, - - - - | 29 18 10 | 34 4 4½ | 4 5 6½ |
| Turriff, - - - - | 28 0 0 | 34 4 4½ | 6 4 4½ |
| Parish containing additional Schools—New Deer, } | 51 6 7 | 76 19 11 | 25 13 4 |
| | £478 19 2 | £578 8 0½ | £99 8 10½ |

It thus appears, that since the Bequest came into operation, and in consequence of the Trustees' proceedings, the annual payments by the Heritors, in respect of salary, exceed the payments previously made by them to the amount of - - £99 8 10½

Add annual payment which the Heritors of Gamrie have engaged to make to the Teacher of the original School in that parish, until a dwelling-house is furnished to him, - - - - 4 0 0

Total increase of payments by Heritors, - - £103 8 10½

This is exclusive of the annual value of accommodations to two of the Teachers in Kincardine-O'Neil, erected during last year by the Heritors to qualify the incumbents for admission to the Bequest, at an expense of £190—at 5 per cent. 9 10 0

£112 18 10½

For the reasons, and upon the principle

stated above, the Trustees declined to admit the Schoolmaster of the only Parochial School in the parish of —— to a participation in the Bequest—the legal accommodations not having been furnished to him by the heritors. His dividend is still withheld, but there is a near prospect of his being qualified for admission by receiving the statutory accommodations, or an adequate annual compensation.

[The Trustees have resolved to adhere to the several resolutions under this head above alluded to.]

III.—IRREGULARITY IN THE ATTENDANCE OF SCHOLARS.

THERE is no disadvantage under which country Parochial Schools more generally or more grievously labour, than irregularity in the attendance of the scholars. This is an evil which must no doubt always prevail more or less in rural districts, where the service of their children is, at certain seasons, valuable, and frequently indispensable to their parents in the labours of the field. The urgency of

this call has every where been acknowledged, and provision has been made for it in some German States, where public education is subjected to a very exact legislative control, by limiting the hours of attendance during the busy seasons of seed-time and harvest. A similar regulation might, with great advantage, be introduced in this country ; and, indeed, the practice prevails partially in many Schools.

There are various causes which, in different degrees, conduce to the existence and perpetuation of the evil here noticed : the very fact of its existence and toleration, without any regular and decided expression either of censure or of regret to those most deeply interested in its removal, must tend powerfully to confirm it. But it appears to be attributable, in a very large degree, to a prevailing laxity on the part of the Teacher in exacting, and, on that of the scholars and their parents in paying, school-fees.

How this laxity should have arisen is easily seen by a reference to feelings and impressions, which, however mistaken, are of a natural and estimable origin. The pressure of

necessity being lessened, if not entirely removed, by the legal provisions and the collateral emoluments ordinarily attached to the office, the Parish Schoolmaster wants the strongest stimulus which usually overcomes that feeling of shame or backwardness experienced on making a demand which may not be welcome. Besides, there being always some scholars who cannot pay, their privilege is too apt to extend upwards, and serve for a screen to others, whose circumstances do not call for such an exemption. These, or similar considerations, have dictated, it is presumed, the regulation adopted in some continental states, of having the school-fees levied by a civil officer.

There is much reason to regret that such causes are allowed to operate in this country. Of the fee paid for instruction it may truly be said, that, like mercy,

“ it is twice blest—

It blesseth him that gives, and him that takes.”

To the giver the blessing is, 1. That it prevents the commission of a moral wrong in withholding a just debt, and thus, in one instance, tends to maintain a higher tone of cha-

racter. The influence of such a feeling is important in a community of whatever rank. Its effect upon the minds of the pupils, who are always aware of the facts—the payment being made through them—must be in the highest degree beneficial. 2. It gives a sensible value to that which, in one sense, is indeed beyond price, viz. the culture of the mind, but the worth of which, for that very reason, is apt to be forgotten, unless there be some material token to remind us of it. 3. It bestows upon the parent or guardian a title, and creates in him a desire and feeling of duty to ascertain and be satisfied from time to time that justice is done to his child or ward. To the latter the benefit here is sufficiently obvious. This surveillance or observation may be thought a small matter, when regard is had to a single parent or guardian, but its power will at once be recognised when it is viewed as exercised, not by an individual, but by a whole neighbourhood.

To the Teacher who receives the fee, it carries a blessing no less obvious and important. For without adverting to the improvement of his worldly circumstances, and his increased

means of comfort and respectability, which of themselves conduce to his usefulness, it will at once be perceived that the considerations above hinted at in regard to the other parties, cannot fail of exerting a reflex and commensurate influence upon him. If a moral elevation be created and maintained in his neighbourhood, he cannot shake himself free from its obligations, and, if himself instrumental in preserving these, will share largely in the benefits and pleasures which their observance confers. If the value of his exertions be highly estimated, the importance and responsibility of his office must receive a corresponding elevation. If the eyes of the community are upon him, his motives to virtuous exertion are increased, and the power of temptation to an opposite course diminished.

To these important advantages is to be added what falls more immediately under consideration here, viz. that the regular payment of fees has a direct tendency to secure, and invariably produces a more regular attendance of scholars than otherwise exists. Here the benefit to the scholars is obvious. To the Teacher it is equally certain and important.

It prevents that distraction, and derangement, and disorganisation, to which an irregular and fluctuating attendance necessarily gives birth, and which has a most discouraging effect upon a Teacher. And it thus enables him to exert his powers in the most favourable circumstances, and instead of giving his lessons piecemeal, and at detached intervals, to institute a steady and systematic course of instruction.

It will not, it is trusted, be supposed that these remarks are designed to convey any censure in regard to the gratuitous instruction of the children of those whose circumstances are necessitous. It is certainly one of the most admirable features of our system of Schools, that it provides for the education even of those whose poverty would otherwise exclude them from its blessings, thus taking the surest means of elevating both their moral character and temporal circumstances. To this provision it cannot be doubted that we owe, in a large measure, our exemption from that entailed perpetuity of pauperism, under the load of which property, and the moral well-being of society groan in the sister kingdom.

It is to the evasion or remissness of those,

who, while they are able to pay the School fee, do not regard it as a debt, and to the laxity of Teachers generally, in exacting that debt, that the objection applies, and there is surely enough in the considerations stated above to show how much it is to be regretted that the payment of fees should fall into desuetude, and how desirable it is to interpose, if possible, a check against such a result.

The evils here alluded to are strikingly illustrated in the district to which the Bequest applies.

In the first place, it is shewn by the Returns for the year ending Martinmas 1833, that while the total number of scholars enrolled during the year in 123 Schools, to which the Returns apply, amounted to 10,465, the proportion of these in attendance for six months or upwards, was only 4,693, being considerably less than the half.


2dly, The effect of the temporary attendance which the above statement exhibits, is clearly shewn by the results derived from the original Returns, which were of a more general

and comprehensive nature than the annual Returns can be. From the Table of results it appears that the average age of entering Schools within the district is five and a half years, and that the average age at leaving School is fifteen.

It thus appears that the education usually obtained in Parish Schools, which, according to the ordinary rate of human capacity, ought not certainly, provided the attendance be regular and continuous, to occupy a longer period than four years, is spread over a term of not less than nine years and a half. It would be difficult to calculate how much the pupil loses by this irregularity,—what portion of the time, during which he does attend, is occupied in recovering lost ground, or how much in eradicating bad habits which, in the absence of School discipline, have resumed their sway. It were equally difficult to compute the injury done to the School by the interruption and derangement of the proper progressive routine and order, and by the distraction which irregularity, and a multiplicity of stages of progress inevitably create. Nor would it be easy to calculate how prejudicial

the prevalence of such a practice is to the Teacher, in the first place, by deranging his plans and system, and depriving him of the power and opportunity of exercising his talents and skill ; and, in the next place, in a much more serious manner and degree, by inuring him, and rendering it matter of necessity that he reconcile himself to, and be satisfied with an inferior standard of order and discipline.

Again, it is found, in referring to the Returns for 1832-33, that while the total sum of school-fees received during that year was £1,867. 13s. 2½d., the sum remaining due at Martinmas 1833, and still unpaid in the month of May 1834, as returned in 110 cases, amounted to £542. 4s. 3d. Of the remaining thirteen cases, three Returns contain no answer on the point ; in three, the amount of arrears is stated to be uncertain or unknown ; in one, the answer is “ no fees unpaid, where accounts were sent, or payment expected ;” in one, “ received all that was charged ;” in one “ all arrears are remitted ;” in one, “ the fees being usually paid at the commencement of each quarter, the arrears were trifling ;” and in three



it is explicitly stated, that there are no school-fees in arrear.

It thus appears that the fees outstanding in 110 cases at a period of six months from the expiration of the year for which they were due, amounted to nearly one-third part of the total sum paid for that year in 123 cases, and that there are only three cases in which it is distinctly stated that the whole fees for the year in question had been paid at the period alluded to.

In the case of ———, the Return of last year states the amount of fees received as follows :—

“ Received in money, 4s. 6d. ; in labour and other equivalents, £1. 19s. 6d. This last is not performed in general as a direct payment of fees, but a greater amount than the real value of the services must generally be allowed for them.”

The Clerk’s Report upon the School of ———, contains the following paragraph :—

“ On looking at the list for last winter, it was noticed that, of a roll of more than seventy scholars entered since last harvest, only about six have paid any fees, and these of the amount of from 1s. to 4s. The disadvantage and impropriety of this were pointed out to Mr. ———. He is a native of the parish, and has delicacy in exacting fees. This case, therefore, shows how important it is that, in fixing the principle upon which the Bequest is to be distributed, due regard should be had to render it imperative upon the Schoolmasters to take fees from all who can afford to pay.”

It is unnecessary to add to the remarks already submitted pointing out the very direct and unhappy tendency which the great and prevailing laxity thus clearly exhibited must unavoidably have in deranging the system and progress of tuition, and impairing the efficiency of the Schools.

The state of matters above depicted is attributable, in a great measure, to the circumstance, that with only two exceptions, in so far as ascertained, the school-fees are not paid in advance at any of the Schools within the district. The prevailing idea upon the subject among the people is, and the Teachers do not controvert it, that, as in other contracts, the labour should be performed before payment is made. It is forgotten that, if matters were to be gone about thus strictly, fees ought to be paid daily ; and that there is a sufficient guarantee for implement of the contract on the part of the Teacher, whatever contingency may occur, under the obligation against him and his representatives to teach or find a substitute. But the objection is one of those crude and narrow-minded prejudices which, seizing exclusively upon one notion

of apparent equity, totally disregard the great and comprehensive benefits to individuals and the community which a different regulation invariably produces where it is adopted.

The two cases in which fees are exacted in advance, are — and —. In the former case, the Clerk's Report states :—

“ This is one of the very few Schools at which the payment of fees in advance is enforced. One consequence seems to be, that Mr. ——— has a good deal more from fees annually, in proportion to the number of his scholars, than most other Teachers. The Clergyman states, that within his remembrance various changes have been made upon the amount of fees charged at this School, and he has observed that when the fees were increased, the attendance increased also, and when the fees were lowered, the numbers fell off.”

The report of — upon the same subject bears :—

“ It is very deserving of notice, that in this School, where admittance is anxiously desired by many more than can obtain it, the fees are exacted and regularly paid at entry. Mr. ——— finds this very advantageous in securing regular attendance, and the fact is a strong contradiction of the ordinary impressions and scruples upon the subject.”

Now it will be borne in mind, that in the former of these cases, the return in regard to arrears states, that “ the fees being usually paid at the commencement of each quarter, the arrears were trifling ;” and that the other

parish is one of the three cases in which no arrears remain due.

The following excerpt from the Report of the Clerk's last visit at ——, is instructive upon the same head :—

“ In his first return, Mr. —— stated the annual amount of his fees at £1. 10s. In last return he made them £3. 10s. 6d. The increase, he says, is owing to greater strictness on his part in exacting fees (either in money or kind,) in consequence of what was stated to him formerly as to the Trustees' anxiety that there should be no laxity in taking fees.”

The Presbytery of Garioch, upon 26th March last, adopted the following resolution, viz. :—

“ That the Presbytery recommend to all the Schoolmasters within the bounds to adopt a uniform system of exacting their school-fees at entry, except for the children of the poor, and to have catalogues called in all their Schools daily at a certain hour, in order to secure the more punctual attendance of the scholars.”

[Both these recommendations are calculated, if acted upon, to produce a highly beneficial influence, and the Trustees have considered it right to make the purport of them in this manner generally known, conceiving that the general adoption of similar regulations would be highly beneficial.]

The evil treated of under this head is of such magnitude, that it is proposed, as will be found on perusal of that branch of this Report which treats of the principle of distribution, to apply a remedy for it in two different manners.

In the first place, it is proposed, in calculating the importance and merits of the School, not only to give effect to the number of scholars enrolled during the year, but to adopt, as a separate and independent element, the proportion of these who shall have attended during six months or upwards. This period has been adopted at present as a fair and moderate test, and a reasonable point for the commencement of the experiment. If it is found to be successful, it may be proper hereafter to extend the number of months.

In the second place, the admission of the amount of fees received during the year as an element in the computation, while it will determine the weight of the claim in other respects, will have a tendency, by creating punctuality in the exaction of fees from all who can afford to pay, to produce regularity and continuousness of attendance. The mode in

which this influence will be felt by the silent operation of that contract and those feelings which result from the payment and receipt of fees, has already been pointed out.

IV.—WANT OF PROVISION FOR TEACHERS DIS- QUALIFIED BY AGE OR DISEASE.

There are few professions more laborious than that of a Teacher. Engaged through the greater part of the day in active and anxious employment, and subjected to the confinement which such occupation implies year after year, the same routine of duties incessantly returning and weighing upon him, it is little to be wondered at, presuming that the constitution remains unshaken, if energy becomes relaxed, and zeal abates—if declining strength shapes the burden of duty to a correspondence with its own lessening measure.

A consequence so inevitable might well have suggested the expediency of a provision to enable Schoolmasters to spend the evening of their life in the repose of a respected and comfortable retirement from the cares of of-

fice, or, at all events, to call to their aid the assistance of youthful and energetic coadjutors. The want of such a provision is undoubtedly a serious bar to the efficiency of the system of Parochial Schools. It imposes the hard necessity of clinging to office, and persevering in the attempt to perform laborious duties, upon those who are conscious that they are no longer adequate to the task; and it cannot but happen, that many who have laboured hard and well in the days of their strength, and who deserve, if any do, that their old age should be spent in tranquillity, and they permitted calmly to enjoy the soothing retrospect of a life of arduous and useful exertion, yet are forced to struggle through the vale of years, having their minds embittered by the thought that the period of their usefulness is past, and that the necessity which forces them to labour, is not a greater misfortune to themselves than to the scholars, who have been attracted to them, it may be, by the reputation of other days.

The deficiency of the law is still more glaringly exhibited in those cases where disease, whether of body or mind, has, by seizing a

Schoolmaster as its victim, not deteriorated, but absolutely annihilated his power of exercising his vocation. Here it is matter, not of choice, but of necessity, to call in the aid of another, and the result is obvious. On the part of the incumbent, prostrated by disease, or labouring under mental alienation, when increased comforts, and, consequently, augmented means are urgently demanded to remove or alleviate his affliction—at that very period, the dire necessity is forced upon him, or those who act for him, to stint and curtail even the limited measure of solace which his scanty income has hitherto permitted. To the public, the consequence is, that—the qualifications of the acting Teacher being necessarily commensurate with the meagre remuneration unwillingly doled out by the incapacitated incumbent or his relatives, from the emoluments of the office—the community at large suffer material injury in those important interests which depend upon the efficiency of public instruction from the individual calamity.

The Table of results of the original Returns shews that in January 1833, there were among 137 incumbents nineteen Schoolmasters sixty years of age and upwards; that only seven of these had assistants, and that Mr. ———, Schoolmaster of ———, at the age of seventy-five was teaching without an assistant, from inability to pay for one.

It also appears from these Returns, that, at the period referred to, there were two incumbents labouring under mental derangement.

The Table of results farther shews that the average amount of annual emoluments received in money by each Schoolmaster was £48. 4s. 9d., and adding the value of accommodations, the average value of the appointment was £55. 12s. 4 $\frac{3}{4}$ d., and that the average amount of the emoluments of twelve assistants, according to the Returns, was £28. 11s. 6d. each.

* * * * *

(Here follows a statement of the proceedings of the Trustees in cases falling under this head, which it is unnecessary to insert.)

The principal difficulty encountered in the above cases consists in prevailing on the in-

cumbents or their friends to resign such a portion of the emoluments, and of the expected benefit from the Bequest, as will insure the appointment of an assistant sufficiently qualified. It appears, therefore, to deserve the very serious consideration of the Trustees, whether, in cases where the respectability of the incumbents is unimpeachable, and their inefficiency arises from natural inaptitude, or decay, or from disease, causes over which they can exercise no control, it would not be a legitimate and beneficial appropriation of a portion of the funds of the Bequest, to make such an addition to the dividend which would be allocated to these incumbents upon the ordinary principles, as would serve at once to facilitate and to encourage the employment of assistants. If such extra allowance were granted, under the condition which has in some cases been stipulated, that the assistant should be selected upon the principles contained in the Trustees' minute of 5th September 1833, the individual advantage to the retiring incumbent would be accompanied with a great public benefit.

[The resolution of the Trustees upon the

subject is in these terms:—"The Trustees will always be anxious to do every thing in their power to facilitate any proper arrangements in the cases alluded to."]

V.—DIFFICULTY OF REMOVAL IN CASES OF IMPROPRIETY OF CONDUCT.

Another circumstance, from which great inconvenience, and still greater evil is practically experienced, is the difficulty which is found to attend any attempt to remove the incumbents in the cases, which are happily few in number, where their character is such as to incapacitate them for the proper and beneficial discharge of their office. Although no doubt of the moral delinquency may, in such cases, be entertained, there may be, and often is extreme difficulty in procuring legal evidence, and even where that can be had, it is difficult to find individuals who will undertake the trouble and encounter the odium inseparably connected with the legal forms of removal.

The terms of the Bequest, which confer upon the Trustees power to deny any participation in it without assigning reasons, afford obvious facilities for dealing (in so far as it is concerned) with such cases as are here alluded to. But it is evident that the greatest caution and circumspection is necessary in exercising this power.

A survey has thus been taken generally of the constitution of the system of Parochial Schools, with their legislative provisions ; and some of the imperfections and evils most naturally and obviously incident to them have been noticed, along with the means and appliances, which, through the operation of the Bequest, it is proposed to use with a view to the alleviation or removal of these in the district which it embraces.

It remains now to take a nearer view of what is effected by the system of Schools,—to enquire how far they answer the end of their institution, and what excellencies or de-

facts are found in their internal discipline and management. These points it is proposed to illustrate in the manner already adopted, by a reference to the observations and information obtained by the proceedings under the Bequest.

BRANCH II.

OF THE SYSTEM OF TEACHING AND INTERNAL MANAGEMENT.

It could not but happen, especially in such a period as the present, when the public mind is, in most quarters of the world, under the influence of a great and energetic power of inquiry and activity, which has not applied itself to any subject with more zeal and earnestness than to that of education, but that considerable discrepancy of manner and success should be found among Parochial Schools, according to the various degrees in which the spirit which is abroad has penetrated or been admitted.

It does not admit of serious dispute, that great progress has of late years been made both in the philosophy and practice of teaching. Doubtless here, as in all similar cases, the impulse in some instances (which will

presently be more particularly adverted to), has taken a wrong direction. It is the inevitable lot of improvement 'to advance amidst errors—many of them called into being, it may be, by herself; and notwithstanding the partial evil of these, they serve the great end of illustrating by contrast the truth with which they are at variance. But no one who has attended to the recent history of education can doubt that the prevalent spirit of inquiry and experiment has been eminently successful in ascertaining, 1. The manner in which instruction may be most successfully conveyed to the youthful mind;—and that by observing the nature and extent of its faculties and susceptibilities, and the mode and direction through which these may be most effectually excited and impressed. 2. The correlative faculties and dispositions—the existence and culture of which are requisite to secure success on the part of the Teacher; and, 3dly, As a necessary consequence of these, the nature of the moral and intellectual food, which the Teacher must prepare and communicate, as best adapted to the powers and exigencies of the pupil's mind.

It is not too much to say, that if these principles were not disregarded in our systems of education until of late years, they did not, at all events, receive an express and practical recognition. When knowledge and learning alone were demanded in a Teacher, without reference to powers of communication, it is obvious that the importance of these powers was not acknowledged. When the acquirements of the pupils were limited to a knowledge of words and the power of reading with fluency, and the understanding was not instructed, or, at all events, no effort was made designedly and avowedly to inform the understanding, or ascertain that it was informed, it is no less clear that the latter branch of tuition was in abeyance. It is indeed unquestionable, that the human mind will, in a greater or less degree, derive instruction from almost any mode of discipline, and it may be said in behalf of that which is now becoming and receiving the name of the "old system," that although intellectual instruction was not given professedly or nominally, yet it was virtually instilled by the necessary mental action of the pupil. This is to a certain extent true, but

it points out the precise nature and extent of the deficiency. The mental progress of the pupil was not ascertained—no test of its existence was applied—it was left to be matter of vague and unsatisfactory inference.

We would not push these remarks farther than truth will warrant. It is admitted that many did acquire, and all may have obtained, some portion of mental culture. The very power of reading communicated to the human mind, is a step from darkness to light; and when viewed in connexion with our religious history, and as bringing the Bible into every home and every hand, it cannot be viewed otherwise than as one of the most inestimable privileges and blessings ever bestowed by Providence upon any people. No question as to systems of education can ever shake that fact. Such a question relates only to the degree of that power or of its capability, and cannot touch its primary and inherent importance, in whatsoever manner communicated.

Now, the test of knowledge is its expression in some unequivocal manner. It has been said that writing renders knowledge correct—that is, it creates the antecedent neces-

sity of the existence of accurate knowledge, and the same may be said of speaking, or any other mode of expression. And here is the benefit of the improved, or, as it is called, intellectual system. While it applies a direct test of the moral and intellectual acquirements of the pupil, by requiring a verbal expression of his knowledge, it creates an antecedent necessity for the existence of such mental culture, and does not permit that to be matter of choice or contingency.

It is pleasing to contemplate the progress which, under the eye, and, in various instances, with the supporting and fostering hand of the Church, the improvements above alluded to are making in our Parochial Schools. Such a result was indeed to be looked for, not more from the enlightened views of those to whom the law has committed the superintendence of the Schools, than from the zeal and intelligence of the Teachers themselves. There is still, however, much to be done, much of a wedded love to ancient associations to be overcome, much of a determined adherence to settled habits to be conquered, much of a rooted aversion to what is new, merely be-


cause it is new (an amiable feeling, no doubt, and intimately connected with valuable principles in the constitution of human nature), to be removed. That these objects will be attained ere long there can be little doubt. Perhaps, if caution is necessary, it is to the advocates of improvement, who ought not to forget, that truth never makes way so effectually as when she advances by the aid of conviction alone, and, that in the main, her cause is most efficiently served by those who state her claims dispassionately, though with decision, and giving these such reasonable and steady support as circumstances place within their power, leave the rest to be worked out by her prevailing influence.

PARTICULAR VIEW OF SCHOOLS IN THE THREE
COUNTIES.

Various circumstances have combined to heighten and sustain the respectability of the Parochial Schoolmasters of the counties of Aberdeen, Banff, and Moray, in so far as their status in society, and literary qualifications are

concerned. A large proportion of them are students of divinity, or preachers ; and whatever objections may exist to the union of the office of Schoolmaster with the pursuits of a student or probationer, it has certainly been instrumental in securing, where it has taken place, a higher social status, as well as more extensive attainments in learning in the Teacher, than the slender endowments of a Parochial School could otherwise command. The importance of the union, as strengthening the connexion between the Church and the education of the people, is another circumstance highly appreciated, and certainly entitled to much consideration.

The facilities for acquiring a classical education by means of the numerous bursaries at the Colleges of Aberdeen, have also, without doubt, been instrumental in diffusing scholarship in the three counties. These bursaries are bestowed by competition, and excite a general stimulus, which not only advances learning among the young, but imposes the necessity of possessing and cultivating it upon the Teachers of the Parochial Schools from which many of the competitors issue.



The circumstances above alluded to appear, in some measure, to explain one great and striking characteristic of the Schools within the district, namely that, where Latin is taught, that branch is, almost without any exception (save where the improved methods have been fully adopted), much better taught than English.

It seems natural that men should attach to their various attainments an importance proportionate to the labour with which their acquisition may respectively have been accompanied. And this consideration, independently of the intrinsic value of classical learning, goes far to account for that prescriptive claim of pre-eminence which has always been conceded to the study and acquirement of the dead languages. There is an innate pleasure also attendant upon the investigation and illustration of subjects over which a mastery has been attained; and although circumstances have precluded so intimate a knowledge of Latin and Greek as of the vernacular tongue, in so far as familiar use is concerned, yet it is equally true, strange though it may seem, that of the rudimental principles and philosophical structure of the Latin tongue, a much

more thorough and intimate knowledge than of our own has, until a recent period, been generally diffused.

This, it is thought, will be admitted, when it is recollected how rarely, until of late, English Grammar has been taught, and how many schools there still are in which it is not taught, either as a separate branch, or as a necessary* adjunct to the study of English reading, &c. And, indeed, it generally happens, that the leading principles of an acquired language are more thoroughly mastered than those of the native tongue, just because the former are made the subject of investigation, while the latter are not, habitual use serving here the end, which is attained by laborious study in the other case.

The comparative effects of instruction in Latin and in English under the old system, are strikingly illustrative of the advantages of the intellectual method. The acquisition of the

* Of the 137 Schools embraced by the Bequest, English Grammar was not, in 1833, taught in 51, there being, out of a total number of more than 7000 Scholars learning English at that time, only 548 instructed in English Grammar.

Latin tongue could not, under any circumstances, be otherwise than in a high degree an intellectual exercise. In the outset, no doubt, the memory is the faculty principally employed, but whenever any attempt at translation, and especially construction, is made, the understanding is necessarily called into vigorous action. The involved form of the sentence, containing relations so numerous, so various in their forms, and yet so certain and infallible in their mutual connexion and dependance, forms in its analysis an exercise not surpassed, perhaps, by any other for developing and sharpening the faculties of the young. In translating, too, there is a necessity for the spontaneous and unprompted use of English terms, and thus the power of expression is acquired. The effect of this is particularly visible in schools where the improved methods in English have not been introduced, for there it is invariably found, when any question is put requiring the exercise of thought, or the power of expressing ideas to answer it, that the Latin scholars alone are able to reply, although the question may not

relate to subjects with which their peculiar studies render them exclusively conversant.

Keeping in view the qualification above mentioned, arising out of the necessarily intellectual nature of the study of the learned tongues, the Schools admitted, and admissible, to the benefit of the Bequest may be divided, in respect of the intellectual nature of the instruction, as follows, viz.

| | | | | | |
|---|---|---|---|--------|------------|
| The total number is | - | - | - | - | 137 |
| Of which there were vacant from decease of incumbents and fever in one parish, at the period of the Clerk's first visitation, | - | - | - | - | 3 |
| | | | | Remain | <u>134</u> |
| The Intellectual System was found in full operation | | | | | |
| in | - | - | - | - | 7 |
| Partially introduced into | - | - | - | - | 48 |
| Not at all in | - | - | - | - | <u>79</u> |
| | | | | | 134 |

The system of mutual instruction, from which results of such importance have of late years been obtained, has not, with perhaps eight or nine exceptions, been introduced into the Parochial Schools of the three counties in an organised form. Some modification of it exists in most of the Schools where the intellectual system partially prevails; but in ge-

neral it is resorted to rather as a temporary expedient, or as a matter of necessity, where the attendance is numerous, than as an acknowledged and systematized part of the mode of instruction. The obstacles to the introduction of this system are various. The Teachers themselves have frequently decided objections to it, founded, no doubt, on sincere and conscientious views. The parents of the scholars have also occasionally prevented its introduction, from prejudices naturally enough excited by the nature of the system, though probably there is little enquiry as to its true principles and effects.

It is not intended to enter here into a discussion of the various arguments for and against the monitorial system. But it is due to truth, and to the successful exertions of the meritorious Teachers who have adopted it, to say, that the few Schools in which it is found in its most systematic and complete form, are those which rank the highest for excellence in all the branches taught, and for the general proficiency of all the scholars, whatever their talents or place in the class. And the Teachers who have adopted it in its most extensive

form, value it the most highly as a means of diffusing cheerfulness and industry, and of securing a much larger portion of training than could otherwise be obtained.

These general remarks being premised, we proceed to point out what appears to be most deserving of notice in regard to the mode of teaching the different branches.

LATIN.

The impulse given to classical studies in this district, by the encouragement held out at the Universities at Aberdeen, has already been noticed. The same cause accounts for the particular direction which the study of Latin in general takes. The Bursaries are awarded by competition in rendering English into Latin. Latin composition in prose is in consequence the universal exercise; and, in general, the more advanced scholars display considerable facility in it, and no small command of idiomatic expressions and forms of sentences.

The terms and objects of Mr. Dick's set-

tlement, which are specially directed to encourage and promote the literary eminence of the Schoolmasters and Schools, will not only authorise, but impose it as a duty upon the trustees to encourage and reward the proficiency here adverted to, both in its general manifestation, and also, it may be, in the particular cases in which it is more than ordinarily successful.

The same consideration will recommend to their favourable notice the introduction of other classical exercises of the higher order, which have not yet found a place in any of the Schools. Some of them possess sufficient elements in the steady attendance and advancement of scholars in the higher branches, to warrant and encourage some attempt in Latin versification—an exercise which, while it puts to the proof the same principles as prose composition, is very instrumental in refining the taste, and opening the mind to a more accurate perception and higher relish of the beauties of all Latin authors, whether in prose or verse ; and if it served no other end, secures at least the reading of the language correctly, and without those incessant

violations of quantity, which are too often met with, and are so offensive to one even moderately imbued with scholarship.

It would be wrong not to remark, that in some instances the Schoolmasters labour under deficiency of scholarship. This is exhibited in inability to correct blunders in translation and construction, when their attention has been called to them, and these frequently of an obvious description. The same deficiency occasionally appears in analysis—in the conjugation of verbs, and in the derivation and composition of words of the most familiar use. This statement is not made without regret ; and it is hoped, that among the other influences of the Bequest, it will promote among the Schoolmasters a more universal love of accurate scholarship, and desire to continue its cultivation, than at present exists.

Defective scholarship in the pupils is always found in conjunction with imperfect acquisition of the principles ; and however minutely and accurately these may be attained at first, they do not acquire that firm and permanent place in the mind, which is indis-

pensable, without frequent and careful revision. A periodical revision is practised in several of the Schools, and the benefit of it is conspicuous.

Although, as has been already shewn, the acquisition of Latin is necessarily an exercise of a highly intellectual character, it was to be expected, and has been found, that in this branch also great variety subsists in the method and success of Teachers, dependant upon the mode and degree in which the instruction is addressed to the understanding. In this point of view, the error most frequently observed consists in cultivating the memory exclusively. Words being the signs of ideas, it too often happens, that the Teacher is satisfied if the learner can enunciate in words the rule expressing a principle, without inquiring whether the appropriate ideas accompany the words—whether the latter bear in the pupil's mind the same significancy which they do in his own. This proceeds from the want of that sympathy between the Teacher and pupil elsewhere adverted to—the absence of which necessarily infers a relative position, in which it is impossible to

expect that the same terms can indicate to both the same ideas.

The error here alluded to is found, in some Schools, in those very parts of Latin tuition in which the nearest approach is made to the intellectual mode ; for instance, in definitions and derivations of words. These are given accurately in the precise terms found in the Dictionary. But when words are taken at random from a passage read, the scholars so exercised cannot explain them unless in the language of the Dictionary, and that of course only if they happen to have previously learnt it there ; and the dependance thus formed and felt is obvious, when derivations or explanations are required which might be inferred from the context of the passage—there being a total absence of those powers of observation, of tracing similitudes, of forming mental combinations, and of drawing inferences, which are the direct and valuable fruits of that method of instruction which addresses and calls into action all the available faculties of the pupil's mind.

ENGLISH.

It is in this branch that the adoption of the improved methods has produced the most striking and satisfactory results. The test of the full operation of the intellectual system is its application to the youngest scholars. These are taught, from the first, to explain the meaning of the words in their lesson; and the benefit of the practice is incalculable. It shews, from the outset, that there is something more to be learned than the sounds of words. It challenges the exercise of the higher faculties of the mind; and, above all, it forms the invaluable habit of mastering the sense of whatever is read. This is indeed the criterion of all good teaching, viz. making the understanding keep pace with the external organs, and habituating the mind not to rest satisfied without a thorough apprehension of the meaning of what is got. The forming of this habit is, no doubt, a work requiring patience and skill, but that it is practicable is shewn by ample experience; and whatever labour it may cost, may truly be said to be bread cast upon the waters, lost, in the eye of ig-

norance, for a time, but yielding in the appointed season an abundant harvest. Powers of attention and of mental exertion are thus formed, and these are implements which unspeakably facilitate and expedite the labours of the teacher, and the pupil's progress.

The benefits of this thorough method of tuition are found, 1. In the superior intelligence of the pupil, indicated even in the tones of his voice in reading, which are felt to express a finer perception of the sense of the passage. 2. In the rapid progress, consequent upon the interest and excitement invariably produced by the successful cultivation of the mental powers. 3. In the hilarity and cheerfulness which are diffused, wherever a willing and active spirit is excited. These attributes are peculiarly characteristic of the intellectual school, to which drowsiness and lethargic indifference are strangers ; and this is mainly produced by that community of feeling between master and pupil, produced by the former letting himself down, as it were, mentally, and, by the exertions of the latter, gradually to elevate his intellectual standard—this effort of approximation

producing, in every sense, a good understanding between the parties.

Illustrations of these general remarks came frequently under the Clerk's notice in the course of his visits to the Schools, and are to be found in various passages of his Reports. In the case of * * * * * the Report bears :—

“ I cannot close this Report without expressing my very great satisfaction with Mr. ——'s deportment to his scholars, and manner of teaching. Without compromising his authority, he is easy and kind in questioning his pupils—this more like conversing with reasonable beings than teaching often appears to be ; and there is no half prompting when the pupil is at a loss, but you have a fair specimen both of the acquirements and deficiencies of the learners.”

And, upon a subsequent visitation of the same School, it is remarked,

“ The principal excellence in Mr. ——'s teaching consists in his commencing the instruction of the understanding from the very beginning. The youngest scholars are taught to explain the meaning of all the words in their lesson, which they do with great freedom and appropriateness of expression. The advanced class is equally admirable. Questions on the narrative and definition are answered with perfect readiness, and this is sustained through the whole class, which is unusual, for one good scholar very often has a monopoly of answering all the questions.”

* * * * * “ English reading superior in accuracy and correct pronunciation. Words explained with great aptness and quickness. A lesson of some days previous was read, and an examination upon the narrative instituted. The passage was entitled, ‘ Suf-

ferings of Christ,' and very satisfactory answers were given in regard to the subject and contents of it, shewing remarkable habits of attention, considerable facility of expression, and great powers of memory."

***** The whole of the Report of this School might be quoted in illustration. The following paragraphs may suffice :

" I first heard a class of girls read a passage, entitled, ' Character of Mary Queen of Scots,' which was done in a very distinct and intelligent manner ; and, paragraph by paragraph, a thorough examination was instituted upon the narrative and individual words, which was sustained in the best style. The answers were ready and quick—the scholars generally answering all at once, or, if so required, one by one, and giving definitions singularly precise, and happily expressed. There was scarcely a word in the passage read, which was the ordinary lesson of the day, that was not accurately defined, many of the questions being suggested by me.

" Mr. ——— is evidently a Teacher of great merit, possessing much enthusiasm, tempered with discretion. The fruits of his mode of teaching are apparent in the superior proficiency and intelligence of his scholars, the anxious, though cheerful interest with which they apply themselves to their tasks, and in the reputation which has resulted to his School from the distinguished public appearances of his scholars. I have not been more sensibly affected with delight on the whole of the circuit, than I was in this School, upon witnessing the development and free exercise of the most important faculties of the mind in children, at an age which is too often deemed an apology of itself for leaving those faculties in a state of dormancy."

*** " When I entered the School, Mr. ——— was teaching a

young class of readers, and there was also a young class of arithmeticians on the floor under the charge of a monitor putting questions in mental arithmetic."

"The young class with which Mr. — was engaged read a passage very correctly, and after the reading had gone round, Mr. — desired the highest boy to examine the class upon what had been read. This he did with perfect readiness and propriety; and his various questions upon the subject-matter of the passage, the meaning of words, and spelling, were answered with promptness and accuracy. This proceeds in a very spirited manner—the class correcting with great smartness when a blunder or a pause occurs.

"A more advanced class read a passage selected by me from M'Culloch's Lessons—a description of the whale. The reading of a very high order of excellence, with greater attention to correct pronunciation than I have found elsewhere, places being taken and lost for mis-pronouncing. Upon this passage a very particular examination was made by questions on the narrative, which was admirably sustained. I also selected a poetical passage, 'Complaints of the Poor,' from Southey. This was also examined upon; and although the passage formed rather a difficult exercise, the answers were ready and correct.

"Mr. — is evidently enthusiastic in his profession, and his success is undoubted. He is particularly successful in drawing out the powers of the young, and implanting habits of attention, and facility of expression. There is no listlessness or drowsiness in this School; all are awake and active."

***** "The intellectual system is exhibited here in the best style. English is read in a very correct and simple manner, and an examination of the most rigorous and searching description instituted upon the passage read, the signification of words, their origin, their derivatives, the construction," &c.

"The mode of examining is of the most uncompromising description. The questions contain no indication of the answer ex-

pected, but are proposed in such pointed terms as to afford an infallible test of the pupil's knowledge, and clear indications of sound correct instruction from the principles upwards.

“ Mr. ——— has practised the intellectual system for twelve years, but he adopted many suggestions contained in Mr. Wood's Account.”

***** “ The different classes which I heard here read very correctly, with modified accent, and considerable intelligence. Mr. ———, the Schoolmaster, states, that he regularly examines upon the Bible lesson, and also upon the lesson in the Collection, ‘ when there is any thing he can get hold of.’ At my suggestion, he put some questions to-day upon the narrative of the passage read. It was certainly not particularly well adapted for the exercise, being a letter from a young lady (containing an account of her conquests) to the Spectator—*Mason's Collection*. I was therefore the more surprised and gratified with the prompt and accurate manner in which the replies were given. Questions were also put upon the meaning of words, and answered with equal readiness and precision. The Clergyman of the parish, who accompanied me to the School, selected a chapter in the book of Exodus, which was read by a junior class, and an examination of a very minute nature instituted, in which the scholars evinced by their answers singular powers of attention and memory, and considerable facility and happiness of expression. The examination branched out generally into Old Testament history, and was very satisfactorily answered—a greater number giving direct answers than is ordinarily found.

“ The appearance made here upon the interrogative method, considering the remote district, and the simplicity and poverty of the population, was very satisfactory, and gratifying in no ordinary degree.”

***** “ The English classes, of which I heard two, are taught very well. The most advanced I found reading the School-

master's Collection. They read well, with great distinctness, and intelligent expression ; spell correctly, and give explanations of words with unusual readiness and precision. Indeed, the appearance here upon the definition, &c. of words, is one of the most satisfactory I have seen.

“ After finishing the Collection lesson, the scholars were examined by Mr. —, Clergyman of the parish, who accompanied me, upon the Shorter Catechism, in a very satisfactory manner—the questions consequent upon each answer being happily calculated to test the scholar's understanding of the meaning of it. The appearance here also was of a very pleasing and creditable description.

“ This School is in an effective state, especially in regard to the branches of English reading, writing, and arithmetic, and its excellence is to be attributed not more to the abilities of the Teacher, than to the warm and active interest which the Clergyman takes in the education of his rising flock.”

It is interesting to find similar results flowing from the same principles in situations whose relative positions exclude the idea of a common derivation of the methods employed. In M. Cousin's account of the Town School of Weimar, he says,*

“ I have been particularly struck with a lesson given by M. Schweitzer, to a class of young girls. This was a specimen of moral and religious instruction. The skilful Teacher couched the questions in such terms, that the pupil could not answer by a simple ‘ yes ’ or ‘ no, ’ but was obliged to express an opinion, and construct a sentence, short indeed, but complete. When a scholar

* Rapport sur l'Etat de l'Instruction Publique.

hesitated or blundered, M. Schweitzer addressed himself to another, and in this manner he went over a subject of some extent, and a considerable number of children, keeping their mind upon the alert, and giving them a profound view of each point. His deportment was grave, and his manner of speaking mild. I am not surprised that all these children love and revere him—he has excited in myself similar sentiments. M. Schweitzer is a Clergyman, who devotes himself to the instruction of youth.”

There are few cases in which any attempt has been made to introduce, in any degree, a higher style of elocution than ordinary. It would, in most cases, be hopeless, and is perhaps not very desirable to attempt to teach fine reading. At the same time, it is to be regretted, that a greater degree of attention is not bestowed upon that art, which is necessarily of a highly intellectual character, seeing its province is to give to the voice that expression which is universally recognised as the most appropriate to indicate and convey the meaning and force of the author’s ideas. This is illustrated by the observations in the Report of the School at * * * * *

“ The oldest class in English read from Collection Cato’s Soliloquy with greater attention to elocution than I have found almost any where. That not perhaps of the highest order of taste or elegance ; still the effect of it, coupled with the other modes of discipline, to be presently noticed, communicated an improved expression of the sense in reading, sufficiently obvious.”

While in such cases as are above quoted, the improved methods have produced results so pleasing and satisfactory, they have been applied elsewhere with a smaller measure of success, and in some instances, misapprehension or forgetfulness of their principle and object has rendered them entirely, or in a great degree, unproductive of benefit. This has been the unfortunate consequence, wherever it has been overlooked or forgotten, that the mere asking and answering of questions is not in itself an intellectual exercise, and that it is beneficial only in the degree in which it excites the mental energies of the pupil. It has happened here, as too frequently in other cases, that the form has been mistaken for, and has assumed the place of the substance. And when questions are asked, it is thought sufficient that a verbal answer is given, without any reference to the mental process by which it is prepared,—whether it be indicated by the form of the question, or by the form of the sentence containing the substance of it,—or whether it be given word for word

as found in the book, in which case it is a mere exercise of memory.

These errors seem to be engendered in a considerable degree, by the use of a series of books, which, although they may have done much good by exhibiting a mode of exercising intellectually, are now in general applied too formally and literally, and are thus the occasion of that which they were designed to make a mental and intellectual exercise, degenerating into a mere form and matter of rote. A sentence is taken, and every possible question arising out of its construction is put; thus, "The wind blows from the east;"—questions, "What blows from the east?"—"what does the wind do?"—"whence does the wind blow?" This is no doubt a good exercise, as long as it is confined to sentences intelligible to the pupil, and as long as care is taken that he is fully aware of the true import and force of the questions. But when the same questions, *mutatis mutandis*, are reiterated upon every sentence which is read, it is quite obvious that a pupil, by the exercise of a very moderate portion of discrimination, will be able to infer the answer to the

question from the mere form and construction of the sentence, and from observing the relations of its different members, although he may be entirely ignorant of the meaning of the words forming the answer. Thus a similar series of questions might be put upon the sentence, "A little leaven leaveneth the whole lump;" and the boy who had been exercised upon the former sentence would answer correctly here, though ignorant of the meaning of all the essential words, under the guidance of his ear, of the similarity of the questions, and of the disposition of the members of the sentence.

This points out a great evil arising from this formal mode of interrogation, viz. that the pupil continuing to answer correctly the usual routine of questions, the Teacher is deceived into the idea that this is a test of his understanding what he reads, however contrary that may be to the actual state of the fact.

Another liability to error arises from the mode in which examination is practised, upon the Histories, &c. used in our Schools, printed forms of questions being generally appended

to each chapter. These forms were certainly a great step in improvement, and we should be sorry to see them removed, if no other mode of examination were to be substituted. The natural consequence, however, of the pupil having in his book the precise questions which are to be asked, is, that he turns up the passage containing the answer, and learns it by heart; and thus, such examinations generally elicit merely a series of passages committed to memory, and cannot afford such a test of attentive reading, and of intelligence, and power of expression, as where the questions are put at the moment, and directed so as to oblige the pupil to answer in his own words.

Another form of the same error is found in the laborious commission to memory of definitions, &c. of words, from vocabularies and dictionaries, without reference to any passage or context in which they occur, or to any other association which will contribute to preserve the recollection of them. This is a pure exercise of memory, and as such may be useful; but it is not in any degree, as it is sometimes supposed to be, an exercise of the understanding.

The following cases will serve to illustrate the errors here adverted to.

***** The scholars “ are examined on what they read, but in rather an unprofitable manner. Thus : ‘ Being justified by faith, we have peace ; *Question*, What are we justified by ? *Answer*, By faith. *Q.* Being justified by faith, what have we ? *A.* Peace. *Q.* How have we peace ? *A.* Being justified by faith,’ and so on. But if the meaning of the words ‘ faith,’ or ‘ justified,’ or ‘ peace,’ is asked, no answer is given—the children being too young to form any conception of the import of these terms. In the same way, an advanced class reads ‘ Lessons in Prose,’ one of the books compiled by the Committee of Schoolmasters, containing, among other unsuitable passages, ‘ Religion an Allegory ;’ and the expression occurring, ‘ Religion descended on the earth,’ the usual routine of questions followed—‘ Who descended ? Where did she descend ? &c.—a system teaching certainly the abstract relations and powers of words, with certain terminations, and in certain positions, but not necessarily conveying any instruction to the mind. In short, Mr. —, having apparently been at considerable pains to introduce the improved methods, has mistaken, in a great measure, the form of them for the spirit.”

***** “ The Teacher examined on a passage read in Gall’s method, with the books open. The answers were slow and few ; and even if more frequent, the exercise would serve little purpose, being of this nature : viz. On the passage, 1 Cor. ix. 20, ‘ Unto the Jews I became a Jew, that I might gain the Jews,’ the questions are asked, ‘ What did he become ?’ and ‘ for what purpose did he become a Jew ?’ The form of the sentence points out the answers, but of the sense or import of the answers the scholars have no idea ; and when at a subsequent versé (23) it was asked, ‘ For what did he do this ?’ and answered, ‘ For the gospel’s sake,’ and I suggested that the scholar should be asked

the meaning of 'the gospel,' Mr. — said that scholars in this class could not tell the meaning of that. Such examination, therefore, is clearly a mere form."

***** "A singular species of exercise is practised here. Certain words in the lesson are prescribed to be studied from the Dictionary; and after the lesson is read, the scholars in rotation spell these words, each spelling one or more, and then examining himself thus: 'How many syllables?' Answer. 'Which syllable accented?' Answer. 'Whether accent acute or grave?' Answer. 'What is the signification?' Answer. This mode of exercising, which is quite new to me, was well performed by the Bible and Collection classes. It is certainly better than no attempt to examine on the meaning of words, but seems open to this objection, that the exercise becomes itself a mere form. The words are taken quite independently, without reference to the context; and as the identical terms used in the Dictionary are repeated, there is no evidence that the scholar's conception of the meaning is at all clearer from having committed the definition to memory; and the imperfection of the system is rendered particularly apparent by the fact, that upon words being suggested incidentally (other than those comprised in the task of the day), the pupils thus instructed were quite at fault, and not possessed of greater facility in answering than those who had never been exercised even in the mode above described."

Various reasons are stated by those who make no attempt to teach the meaning, for their declining or delaying to do so. The beneficial effects of the practice seem to be

universally admitted, and it is stated by many Teachers that they would adopt it if they had time. Want of time is, indeed, the plea most frequently advanced.

It is clear that when this apology is made, it is implied that the teaching of the meaning, or the instruction of the understanding, is a matter of secondary importance, and only worthy of attention after the higher object of teaching the sounds of words, or instructing the external organs has been accomplished. It is forgotten that expertness in reading is of no value, unless accompanied with corresponding readiness and energy in understanding, and that of two individuals, one of whom has acquired perfect fluency in reading, but without comprehending what he reads, and the other, with half the degree of fluency, has acquired, so far as he has gone, a thorough understanding of words and contexts, the latter has made incomparably the greater progress in substantial and valuable knowledge, even when we give the other credit for as much intellectual acquirement as the mind will generally, by its own operations, obtain, without the aid or stimulus of direct intellectual instruction. If

the truth of this proposition is admitted, it must surely be also admitted as a legitimate consequence, that a little instruction in reading, with the necessary intellectual training to make that reading understood, is better than much exercise in reading without any intellectual instruction at all.

But the plea of want of time proceeds upon the assumption, that whatever time is devoted to intellectual instruction is lost to the attainment of reading and the other branches. The erroneous nature of this idea, however, is proved alike by reason and experience. The excitement of the mental faculties, and the consequent interest created in the objects upon which they are exercised, have an obvious and direct tendency, not only to accelerate the pupil's progress in the department to which his attention may at the moment be more particularly directed, but also to increase the power, and facilitate the operations of these faculties in every other branch of study. This is the result which ordinary principles would lead us to expect, and experience gives ample testimony to the correctness of the inference. For it will be found, on re-

ference to the Reports of the various Schools, that those, which are most remarkable for the intellectual character of the instruction, and where, of course, the largest portion of time is devoted to teaching the meanings of words, and the apprehension of the import of what is read, are also the most highly distinguished for the proficiency of the scholars in all the branches taught. And thus, in reality, more is done in every branch in those schools where the largest portion of time is devoted to what in others is left entirely undone upon the plea of want of time.

Another reason sometimes stated for not teaching the meaning, &c. is, that the scholars are not old enough, or far enough advanced. This has already been adverted to, and, probably, enough has been said to shew how unwise it is to postpone the intellectual culture of the pupil,—the teaching him the habit of attending to, and understanding what he reads, until other habits have been formed, which, if they do not prevent, must seriously obstruct the acquisition of the other,—habits, namely, of employing merely the eyes and the tongue, of reading without understanding, of

being satisfied with the sound of the words, whether the ideas are acquired or not.

But this reason, (the youth of the pupils) is founded upon a false estimate of the capabilities of the human mind in the earlier part of life ; an estimate into which the Teacher is frequently deceived by the absence of that sympathy with his pupil's mind,—that power of figuring to his own the modes of thinking and impressions of the other, which has been elsewhere remarked as an essential element in the qualifications of an accomplished instructor of youth. It is undoubtedly necessary to adapt the words or topics to the tender years of the pupil ; and it may be irksome and difficult for those who have never bent their minds or ideas to such a level to make the attempt. But the powers, both of thinking and of expression, betrayed by children in their familiar relations and intercourse, give evidence of their capability to exercise the same powers on subjects suited to their years, in school ; and the attempt to elicit them has never been made with discretion and judgment, without results highly gratifying, and often surprising to the Teacher. As an

instance of power of observation and readiness in expression, the following, from the Report of a School in one of the most remote districts, may be taken.

“ Mr. — examines, he says, on the narrative, when the passage is historical. He put some questions on the meaning of words to-day, which were pretty well answered by a very young boy and girl. They are without awkward bashfulness, and say readily whatever occurs with that self-possession and natural ease which I have remarked as prevailing in sequestered districts; and they have all their sources of information, limited as these are, at command. Thus, the word ‘ firs’ having occurred, the girl, misled by the mispronunciation of the Teacher, explained it as ‘ furs (furrows) in the ploughed land,’ and Mr. — seemed to despair of an accurate answer—there being no trees in the neighbourhood—when the little boy said it was ‘ *the fir tree in the moss,*’ an idea as correct as his information could have furnished, the root of the tree being frequently encountered here in cutting moss for peats.”

A third reason for not introducing the intellectual system, which has been sometimes stated, is the want of dictionaries. It is unnecessary to say more upon this point than has already been done. Dictionaries are useful as books of reference to advanced scholars; but it has been shewn that they are frequently detrimental, rather than otherwise, to the mental progress of the pupil, when used and

depended upon exclusively as engines for instructing his understanding.

The great number of scholars is also sometimes pleaded. The remarks made in regard to the apology of want of time are precisely applicable here. Experience and observation have proved, and will continue to demonstrate the inadequacy of such apologies more convincingly than argument; and it is not too much to expect, that the good feeling and zeal of those who have now the encouragement of the Bequest, added to the naturally high motives which their vocation inspires, will do much to eradicate prepossessions, which the facts elsewhere exhibited prove to be unreasonable, and to promote and encourage the adoption of the improved and more effective methods. Obstacles are rarely offered where the Teacher is willing. One school, indeed, has presented the anomalous spectacle of pupils presuming to ridicule the exertions of a Teacher to introduce improvements for their benefit; but the instance is a solitary one, and may probably be attributed to peculiarity in the character,

or want of judgment in the method of the Teacher.

It would be an ungracious task, nor is it necessary, to dwell at any length upon the character and appearance of the Schools upon which the improved methods have not yet been engrafted. These are easily deducible from the remarks already made. In the prominent and marked cases, the principal features are as follow, viz. In regard to acquirements,—

1. Little but words being taught, the reading is monotonous, and without intelligence, betraying that coarseness and rusticity, which indicate the absence of anything approaching to moral perception or feeling of the sense of the passage. To such a degree does this prevail, and in so undisguised a form, that in one School the lesson of the day was begun at the top of a page in the middle of a sentence, where there was no pause in the sense, and not even the interruption of a comma; and in another, the Report bears, that

“ In defiance of all regard to the sense, each scholar stops at the

end of his or her third line, whatever part of the sentence occurs there."

2. An utter inability to explain even the most familiar words, or to give any account of the passage read. And to such a degree does this exist, that the mere asking of a question upon these points frequently excites the wonder and amusement of the scholars, who hear, and if they answer at all, do it with an ill-suppressed titter.

3. The lessons have no reference to the mental power or progress of the scholar. He is found reading passages, of the general import and particular words of which he is as ignorant as of an unknown tongue. Children (and this happens very frequently, and cannot be too much regretted) who have not read the historical books of the New Testament, and are often unfit even to read them, are found labouring and blundering through the Epistles. It is unnecessary to point out the influence of the habits thus formed. The great object of instruction is not only not attained, but remains unknown to the pupil. His mind is taught to rest satisfied at the point where it ought only to be setting out. Learning, in-

stead of an interesting and agreeable exercise, is a labour unrequited by the pleasure which ought to be its reward. And who can wonder, when this state of things prevails, that lessons are irksome, that there is no interest and no-zeal, but studying is considered a task, and its cessation a relief?

The following extracts contain illustrations of these remarks.

***** “ I heard the Bible lesson read here. The bad custom of each pupil after reading his verse beginning to write or calculate, while the remainder of the chapter is read by the other scholars, prevails here. This is bad in every view. Besides being irreverent, and shewing that the Bible is used merely as a book for exercise, it is a sure evidence that the instruction goes no farther than the mere words—the pupil’s attention being demanded only to the single verse, which he himself reads. The reading here is tolerably correct, but slavish, and without intelligent expression. The old pupils are the most incorrect, which may perhaps be attributed to their being most accustomed to the bad habit mentioned above.”

The same impropriety in regard to reading the Scriptures, is noticed in the Report of the School at * * * * *

***** “ English reading I found tolerably correct, but rather coarse, and very inferior to that in the last School ; spelling correct.

“ Mr. — examines a little in the interrogative mode, but without much success. One boy gave intelligent replies, but the system is not familiar.

“ The observations made above as to reading of senior class, apply to that of the *Biblers*, as they are here called, who read very slavishly, and are sadly troubled with the difficulty of the words, which ought never to appear at this stage in good teaching.”

***** “ Heard a class here read from Schoolmaster’s Collection part of a translation of Cicero’s Oration against Catiline. The reading is correct, but monotonous and slavish, without any sound of intelligence. The Bible class is open to the same objections,—pronunciation very broad. Mr. — says that he sometimes questions on the meaning of words, and he put some questions to-day, which, however, were not answered. The exercise evidently not practised.

“ This School, like many others, enables the scholars to acquire a knowledge of mere reading, &c. but there appears to be no mental cultivation.”

***** “ The reading here is of a very inferior description. The scholars know the words, but pronounce them with the most barbarously broad accent, and read in a sad sing-song unintelligent style. This remark applicable to three classes which I heard. No questions put on the narrative or meaning of words. Mr. —, the Schoolmaster, states, that he had a few scholars in winter, who could explain the meaning of words, but they are gone ; and that it is not usual here to put such questions.

“ This School is in an unsatisfactory state—a great want of activity and intelligence—Schoolmaster and children slovenly in their appearance, and very different in this respect from those in the neighbouring parishes.”

**** “ Bible class—reading very inferior to that of last School, being slavish,—without intelligence, and full of blunders. Pronunciation very coarse and broad, and these scholars apparently older than those I heard at —. Mr. — says that he occa-

sionally examines on the lesson, and he tried to-day ; but it proved quite a failure, except in regard to one boy, who alone could tell the meaning of ' prophet,' and explained several other words pretty well. This boy I afterwards found to be a Latin scholar, (though a very poor one). The others all look stupid and sheepish when a question is asked."

***** " Three English classes reading Collection, &c. Accent strong—no attention to points,—and the reading of that monotonous description, which betrays the exclusive attention to the acquisition of the mere knowledge of the words, which is so perceptible where that is the method of the Teacher. Too little attention is paid even to correctness in reading the words, the scholars (especially the younger ones) rattling on through perpetual blunders, with supreme indifference to the meaning, and with rare corrections even from the Teacher."

***** (This is a School in which Latin is well taught.)
 " The English branch is not by any means taught with equal care or success. On the contrary, it is read in a coarse inelegant manner, with little attention to pronunciation, and frequent inaccuracies, which betray total inattention to the sense. Mr. ——— tried the senior class with a few words of similar sound and different spelling and signification,* but though these were terms of the simplest kind, he got very few answers ; and during the exercise, there was an unmeaning smile of wonder among the boys, which shewed that this was an unusual exercise."

* This is one of those partial recognitions of the need of something more being taught than the mere sounds of words, which are occasionally met with. Though a slight prelude, we may hope that it will not prove a deceptive one, to the introduction of the weightier portions of the improved system.

“ The defect in this School obviously is, that far too exclusive attention appears to be paid to the classical department. That branch is well taught, and creditable to the Teacher ; but, excepting that they learn to read and spell the words, little appears to be done for the learners of English.”

***** “ Mr. — examines on meaning of words occasionally, but very few correct answers got to-day. The usual giggling betrays the rarity of the exercise.”

***** “ *English.* Heard first a young class read very indifferently. A more advanced class read better, but not easily or with intelligence. An examination on the narrative attempted with this and the former class, with but little success, though the Master, from the manner in which he puts questions, is evidently qualified to shine in this important branch of tuition. The want of practice, both in answering and in thinking on the part of the boys, was sufficiently obvious. For instance, the passage read by the more advanced class was ‘ John Bull’s Character and Establishment,’ and not one of the six boys who read it could give the slightest idea of what the name ‘ John Bull’ was intended to represent.”

***** “ The branches of reading, writing, and arithmetic are taught here—the Master not being qualified to teach any other. These branches are taught in the old style, with bad provincial pronunciation, and little regard to the understanding ; spelling remarkably correct. I found here a young man, of twenty-two or twenty-three years of age, who, having been out of service last winter, came to School, and can now read and write with tolerable accuracy—he having been unable to do either at Whitsunday last. I saw an account-book very well written by him. Mr. — put a few questions on the meaning of words, which were not well answered. His own readiness of illustration might have enabled him to excel in this branch. A girl, being unable to explain ‘ distri-

bute,' he reminded her of his having reproved her for *distributing* pease to her class-fellows some days before."

***** English reading very good, but unequal—the pronunciation better than might have been expected, Mr. —'s being bad; spelling correct. Mr. — states that he has had so much to do during the winter, that he could not examine the scholars upon what they read (*i. e.* he has been so much occupied in instructing their tongues and eyes, that he has been obliged to neglect their understandings)."

***** "The scholars here are very young—the average age being about seven. They read passages, of which it is impossible that they can understand any thing, with surprising ease and accuracy, and correct each other with great vigour. No examination on meaning."

Similar observations occur in the Reports of various other Schools.

It seems proper here to advert to the state of a limited number of Schools, the condition of which, owing to their situation, and the circumstances of the pupils, is peculiar, and singularly illustrative of what the non-intellectual system is satisfied with, and does not profess to exceed.

We allude to Schools in Highland districts, where the Gaelic language is the fa-

miliar tongue of the majority, or a considerable portion of the scholars. In these districts, that language, being the mother-tongue, acquired in infancy, and spoken exclusively at the homes and firesides of the children, English is known to them only as an acquired language, through the lessons got at school. It is accordingly obvious, that these children have not, from their previous circumstances and habits, even that measure of preparation for understanding what is taught at school, which the familiar use of English confers upon those whose vernacular tongue it is. And it is clear enough, that to place the Gaelic children in equal circumstances with the others, even under the old system of teaching, it would be necessary to bestow upon them a species of tuition very different from that given to the English scholars; and, that if they are taught precisely in the same mode, and receive no assistance to comprehend the words of what is to them a foreign language, their acquirements will consist merely of the sounds of words, conveying to their minds not the faintest shadow of the object or import of sentences or words.

Now, this is precisely the result which has been found in the cases alluded to. Gaelic children—boys and girls—possessed, apparently, of the best natural capacity, and betraying, in the ease and freedom of their manner, and in their reported facility of expression and illustration in their vernacular tongue, a moral intelligence and sensibility rarely exhibited by the corresponding class in more civilized regions, are found reading English with a degree of fluency indicative of their aptitude to receive instruction, but without the slightest apprehension of the object or meaning either of the passage generally, or of any particular term employed in it.

It would, no doubt, impose a considerable addition of labour upon the Teacher, and require much tact and discrimination on his part, to make the understandings of these scholars keep pace with their mechanical acquirement of English; but the satisfaction which would result from successful exertions to attain that object, and the comparative inutility of both the Teacher's and scholars' labour without it, are more than sufficient in-

ducements to make the attempt, and the result would form an ample reward.

Examples of the very melancholy deficiency here alluded to are quoted below. It is satisfactory to observe that in one of the Schools some progress has been made during the last year in applying a remedy.* It is for the Trustees to consider whether such exertions should receive special and favourable consideration in apportioning the Bequest.

***** “ The scholars read ill, pronouncing barbarously, but spell very well. The children very clean, and seemingly very happy. But a great and melancholy evil prevailing in this district is the utter ignorance under which the scholars labour of the English language, and consequently of the meaning of almost every word they learn at School. I tried some of them with very simple words, but the Teacher told me it was needless, as they had no idea of the meaning of English words. This proceeds entirely from the familiar use of Gaelic, which is their fireside tongue; and until they and their parents are induced to speak English at home, the Teachers think that little can be done in giving them any understanding of the language they are taught to read at School. The large attendance in these Schools, and the air of cheerfulness which

* It is stated in the Report of the School at —, that prizes are occasionally given by the Celtic Club to the pupils of Schools in the districts here alluded to. It were very desirable that, in awarding these prizes, especial regard should be had to the degree in which the pupils acquire a knowledge of the meaning along with the sounds of the English tongue.

prevails, (in spite of the irksomeness which must accompany such instruction) are strong evidences of the desire of education, and capability of receiving it. The accuracy with which English is read, under the circumstances above noticed, is astonishing."

**** "The branches of English, Writing, and Arithmetic, are well taught, with the same exception to the English as in the two previous cases, viz. the entire absence in many of the learners of any understanding of what they read. It is singular, however, that when questioned here upon religious subjects, they answer with considerable readiness and propriety, and appear to have a perfect understanding of the value of the English terms they use. This they have acquired at a Sunday School. Before beginning to read the Bible, the scholars make an obeisance.

"Mr. ——— employs advanced scholars to hear the younger classes read, but never twice in succession.

"The old practice of learning as a first book, the Shorter Catechism, prevails here to a small extent. Mr. ——— is anxious to put an end to it, but does not expect to succeed in doing so, until he shall be able to purchase other books himself. The parents are either unable or unwilling to do so.

"I cannot conclude this day's Reports without remarking the singular air of cheerfulness and happy assiduity which characterizes these remote Highland Schools. The lessons seem to be regarded, not as irksome tasks, but as pleasing and important exercises, and a cheerful air of business and activity prevails. I think it may reasonably be doubted (considering the matter of course independently of the requirements of the Bequest) whether it be desirable, in such Schools as these, to have Teachers of extensive acquirements. It seems natural, that the more learned a Teacher is, the less patiently will he brook to teach branches which he regards as unworthy the name of learning. Men of sound understandings, with an ordinary degree of information and intelligence, well qualified to teach English, Writing, Arithmetic, and the Principles of Religion, and

who, it may be, having never studied at a University, have no definite idea of a higher literary sphere than their own, who, moreover, have lived amid such a people as they are to instruct, and know their habits, feelings, and opinions,—such men, provided they have that innate respectability which is independent of rank or acquirement, seem calculated to fill the office of Schoolmaster in such districts, with more of happiness and satisfaction to themselves, and utility to their pupils, than Teachers of a higher literary grade.”

***** “ The evil common to Highland districts, particularly adverted to yesterday, is also felt here, the Gaelic boys being little able to understand the meaning of what they are taught. But here it is to a much smaller extent than in the Schools seen yesterday. What struck me particularly to-day, was the remarkable intelligence and quickness of some of these children, born and brought up on the very outer verge of civilization. Upon several questions as to definitions, grammar, &c. there were given by one or two boys answers far exceeding in accuracy and precision, and in readiness, any which I have yet heard ; and when the answer was not ready, there was none of that awkward sheepishness and impenetrable dulness which is too frequently found, but the boy said, ‘ I don’t know,’ or, better yet, ‘ I understand it, sir, but can’t express it.’ Thus, when I asked the meaning of ‘ zeal,’ the above answer was given ; but upon my encouraging the boy to express his idea, he did so thus, ‘ labouring to do a thing,’ or in terms of a similar kind, indicating his correct apprehension of the meaning of the word.”

***** “ The School is taught entirely on the old system, and this is one of the cases where the evils of that system are particularly apparent, from the number of Gaelic children. These, familiarised at home to the Gaelic dialect, acquire mechanically at School a knowledge of the sound of English words, but none of their sense ; and it is distressing to hear them read with perfect

accuracy and fluency, and at the same time to reflect, that merely their eyes and ears have received instruction, and their minds remain in the same state of ignorance as if they had not attended School."

***** "This is another School where labour is entirely lost, both to Teacher and scholars by the latter's ignorance of English. I tried some with simple words, such as 'cobbler,' but with the same result as formerly. A few boys who ordinarily speak English, answer well and readily. Indeed, boys of that description appear to me to have much greater natural facility of expressing themselves, and less dogged sheepishness or stupidity, than in more cultivated regions."

The following is extracted from the clerk's report of the same School, dated 1834.

"The appearance here to-day was in some respects gratifying. The Teacher has, since my last visit, begun to teach his scholars, including many Gaelic, to understand what they read, applying this mode even to the youngest scholars. The Clergyman states that he was much pleased to find this had been begun at last examination.

"I heard several classes read, which they do distinctly, and with attention to points. The fruit of Mr. ——'s labours in the intellectual department appeared in an examination on the meaning of words, which several scholars sustained very well, explaining them in homely but expressive terms, and with a pleasing readiness and fulness of illustration. The result of the improved method was further exhibited in an examination on the principles of religion, in which, though the questions were simple, it was satisfactory to observe that the understandings of these children had been, even in a small measure, awakened and enlightened upon such important truths."

An exercise of a very useful kind is practised in two of the Schools. Upon a stated day in the week, the scholars write letters to each other, selecting the topics and language themselves, without assistance from the Teacher, who afterwards, however, corrects the exercises. Specimens of these were seen at * * * * *,† which were creditable in a high degree to both teacher and scholars.

An exercise inferior to this in rank, but also of a useful description, was found at * * * *, where half-an-hour is devoted every Wednesday morning to writing to dictation.

It will be observed, also, that in the School of * * * * *, which has been already noticed as standing very high in the order of excellence, exercises of such a superior description as themes and verses are written. Some of these were exhibited, and possess considerable merit.

† It is much to be regretted that this School has not yet, on account of the small amount of the salary, and inferior description of the accommodations, been admitted to the benefit of the Bequest.

Spelling, which is an exercise entirely dependant on the memory, is that in which proficiency is most generally found. It is practised in various forms. At *****, the scholars propose words to each other, but none is allowed to propose a word without, at the same time, giving an explanation of its meaning, and this plan has a lively and stimulating effect. At *****

“ A spirit of attention and alertness is kept alive by an expedient in spelling, which is, that the word being proposed, each boy in his order gives the successive letter, or syllable if so required. This keeps the attention awake, and excites emulation.

A method with rather an opposite tendency was found at *****, the word being spelt by the pupil at the head of the class, and then first by each of the others in succession. This method is tedious, and does not produce the excitement of the others. At *****, upon a word being proposed, one scholar spells it, and then the others spell each a syllable of it in succession. In some Schools, again, the use of this branch, as an exercise of the memory, is carried to a great length. Thus, in *** School, the pupil is required to spell,

not a word, but a whole sentence, or member of a sentence, as "restoration of the world," which was one of the shortest given here. This is done with perfect readiness, and almost unfailling accuracy.

A practice deserving of reprobation exists in several Schools, viz., that of indicating by the pronunciation of the word, the spelling of it.

SCHOOL BOOKS, GENERALLY UNSUITABLE.

A great disadvantage under which the Schools generally labour, consists in the unsuitable nature of the books used for English reading. These are, for the most part, the older collections, filled with the choicest passages culled from our highest authors in prose and verse, the principle of selection being the intrinsic excellence of the piece, according to the taste of the compiler, without any reference to its adaptation to the age or capacity of the pupil. This is felt and regretted by many of the Teachers who find, and it is not to be wondered at, that, in didactic and moral discourses, in abstract treatises, in criticisms, such as, "a parallel between Dryden

and Pope," in extracts from Chesterfield, Parnell, Milton, and Pope, which form the principal contents of these compilations, there is little to excite and sustain the attention and interest of the pupil, and the materials for examination, illustration, and the communication of general knowledge are scanty indeed.

Much has been done of late years to correct this evil, and there still remains something to be done. The improved collections, however excellent in their contents, are, by their high price, placed very much beyond the reach of a large portion of the people. In Ireland, the ordinary School books, which are admirably adapted to their purpose, are sold at about one third, or one fourth part of the price of those of a similar description here. There seems to be no adequate reason for such a discrepancy, and it were a service of essential benefit to the public, that measures were taken to extend to our Schools, in this respect, the facilities and advantages elsewhere enjoyed.

ENGLISH GRAMMAR.

It has already been remarked that this branch has hitherto been taught to a very limited number of scholars. Latin, where it is taught, supplies to the learners of it, in a great measure, that knowledge of the structure and composition of the English language, of which, without special instruction, the learner of English can acquire no accurate perception. And the grammatical knowledge of English, thus got by the Latin scholar, is obtained, so far as it goes, in a peculiarly advantageous mode. It is true, that of the minutiae and idiomatic peculiarities of English, he may have no methodical knowledge, but, of its general construction, he unavoidably secures a correct conception, and that, not by the literal and formal application of the classical rules, which is impossible, but by mentally transferring and adapting the principles of these, which are directly applicable. It is, therefore, by an exercise peculiarly intellectual, that a grammatical knowledge of English is attained through the medium of the study of Latin.

It is to be regretted, that the study of English grammar is confined, except in one or two instances, to a very small proportion of the more advanced pupils. By these it is prosecuted in various methods, corresponding to the general principles of tuition which prevail, and with various and proportionate success. The error most frequently found, is too rigid an adherence, and too entire a dependance upon the precise forms and rules contained in the book of grammar. In many Schools, indeed, no attempt has been made, and it seems never to have been dreamt of, to apply the knowledge of grammar, which is acquired practically, to the ordinary lessons in English reading. It is kept exclusively separate as a distinct branch, and there is no practical recognition of its applicability to the other English lessons. A great advantage is thus lost, for the more varied the sources of knowledge and of remark that are brought to bear upon the passage read, the more thoroughly is it understood in all its aspects and bearings, and, as a necessary consequence, the more constant and lively is the interest excited.

Mr. Wood has pointed out, in his admirable

Account of the Sessional School, the advantage of teaching the principles of English Grammar orally, and without reference to systematic rules or forms. The benefits of this exercise in opening the pupil's mind, and exciting and improving his powers of observation and reason are very great; and the method is deserving of a much wider application than it has hitherto obtained. It does, indeed, appear anomalous that in schools professing to teach the English language, the foundations and principles of that language should form an isolated and distinct branch, not communicated to all the scholars, or connected in any manner with their general acquirement of the language, but reserved as an extraordinary accomplishment for a limited number. It is, therefore, much to be desired, that in the progress of improvement in teaching, the principles of grammar may cease to be regarded as a separate branch reserved for a few, and be communicated to every scholar as a necessary and inherent element of instruction in the English tongue. The prevalence of such a practice is peculiarly desirable in Scotland, where errors against the

purity and grammatical structure of the English language are so frequent and familiar, as to have become proverbial.

ARITHMETIC.

This branch is taught with great vigour and success in several schools. A very excellent method is practised in the Elgin Academy, which, by skilful arrangements, and the application of a very strong stimulus to the scholars, effects the great end of combining expedition with accuracy.

A part of the arrangements is thus described in the Report of a neighbouring School.

“ Mr. ——— teaches arithmetic upon the same plan as that practised in the Elgin Academy, and with corresponding success, making allowance for the disadvantages attendant on a country school. A question is given by the Master, who dictates the figures. The scholar who first solves it takes the head of the class, and the others arrange themselves in the order in which they complete the calculation. When all are done, they exchange slates two and two, one with another ; and as the Master reads the correct answer, those upon the slates are checked, and the errors marked, and places lost and gained accordingly.

Intellectual or mental arithmetic has been

introduced into several of the improved schools, and with great success. This is an exercise peculiarly calculated to stimulate the pupils, and give mental energy and quickness ; and the following remarks occur in the Report of ***** , viz.

“ *Arithmetic.* A young class exercised *viva voce*, which has a happy effect in stimulating and sustaining attention and interest. More advanced pupils work questions suggested very rapidly and correctly—a question, given by Mr. Wood as worked by his scholars in ten seconds, done here in nine. Intellectual arithmetic also practised here with success, great rapidity, and singular accuracy.”

The degree of proficiency in arithmetic generally corresponds, as already remarked, with the extent to which the intellectual methods of instruction have been adopted. And, indeed, it is obvious that a boy who has been taught to exercise his reason will nowhere find that power more beneficial than in this branch. The absence, indeed, of habits of reflection and active mental operation is the obvious and direct cause of the striking deficiency which is very frequently met with in arithmetical instruction. That deficiency is exhibited, 1. In the pupil's acquirement of formal and

mechanical rules, without reference to the rationale or principles ; and, 2dly, In his consequent inability to work questions, for the solution of which the rules acquired by him would suffice, if he knew how to apply them. When the question is stated precisely in the terms set down in the book, he can apply the particular rule readily enough, but is reduced to a state of helplessness if it is stated in such a manner that the applicability of the rule is not manifest in the terms of the question ; if, in short, there is wanting to the calculation anything beyond mechanical dexterity.

The following notices on this head are taken from among numerous similar remarks contained in the Reports.

***** “ Arithmetic slow and poor—the old index of insufficient teaching in the scholars peeping at each other’s slates.”

***** “ There are some lads far advanced in arithmetic, but they are at fault in working ordinary business questions ; do not know familiar application of rules which they have acquired ; books beautifully kept.”

***** “ Arithmetic—very deficient in practical expertness and power of applying rules ; scholars very slavishly dependent on slates, and do not calculate mentally even simple multiplication, &c. when working questions.”

GEOGRAPHY.

There is no department of knowledge which children are at an early age more capable of acquiring than Geography. When well taught, it is calculated to excite a high interest, and to be the indirect channel of conveying very extensive and varied information. It is an addition, moreover, to the lights which the improved methods afford for illustrating the ordinary lessons. To the study of the Bible, for instance, and more particularly of the Pentateuch, the Acts of the Apostles, and other historical portions of Scripture, there can be no more interesting and instructive accompaniment than a knowledge of the geography of those portions of Egypt, Syria, &c., which form the scene of the events and transactions there recorded.

This branch is not extensively cultivated in the three counties. The number studying it during the year 1832–33, being 582, (out of 10,465 scholars);* but it is pleasing to find

* By the original Returns, as will be observed in the Appendix, the entire number of pupils learning geography, in January, 1833, was only 175 out of 7,412 pupils attending.

even that number engaged in so interesting a study, and it appears to be upon the increase. The geographical knowledge which is communicated is, of course, very general, the detailed geography of any country, except Scotland, England, and Ireland, being rarely taught. Nor is it taught in that striking and philosophical manner which seizes upon the grand divisions and features impressed by the hand of Nature upon the surface of the earth as its guides, and points out the works of man, occupying, as they do, a uniform and determinate relation and proximity to these features. This mode of teaching could scarcely, indeed, be looked for, without greater facilities than have hitherto been possessed by the Parochial Schools for the exhibition and illustration of geographical maps. There are, indeed, very few of the schools possessed of maps, and this is one of the wants which a portion of the allowance from the Bequest would, with great propriety and advantage be employed to supply.

In some cases, where maps are possessed, it has been observed that they are exhibited only during the geographical lesson, being

rolled up and put aside at the conclusion of it. It would be better that they were allowed to hang upon the walls of the school. They form a pleasing and enlivening ornament, and are always at hand when any thing occurs in the course of the ordinary business which requires, or may suggest a reference to them.

At * * * * *, the Report upon this head is as follows :

“ A very gratifying exhibition was made here by a class of geography, consisting of twenty-six—many of these having been taken in, at their own request to be allowed to join it—a strong evidence of Mr. ——’s success in making learning a pleasure to his scholars. Heard a general examination upon the map of the world, in which all the pupils answered well.”

In addition to the branches particularly noticed above, instruction is afforded to a considerable number of pupils in* Practical Geometry and Mensuration ;† the number studying pure Mathematics being very small.

* The total number studying mathematics in January, 1833, was 122.

† The Report of this branch at * * * * * is as follows : A class examined in mensuration—appearance excellent ; diagrams used of various forms, to illustrate, and form subject of examination. Ex-

The Returns for last year also exhibit nine pupils learning French,—the number returned in January 1832 having been only two.

Sketching is taught at *****, and Drawing in Perspective, and Maps at *****.

It is also worthy of notice, that Mr. ———, Schoolmaster of *** *****, has, at his own expense, provided his school with a library, containing books adapted to the various ages of his scholars.

PRESBYTERIAL REPORTS, ETC.

The mode in which it is proposed to distinguish and reward skill and success in teaching, will be particularly pointed out under the branch of this Report devoted to the consideration of the principle of division.

amined also on diagram of a house ; mode of ascertaining superficial contents given with readiness ; all at home here—it is all excellent.

It is evident that in so far as regards merit in teaching by itself, and without reference to the increased numbers, and augmented emoluments which it secures, the judgment of the Trustees, and the extent of the reward, must necessarily be arbitrary. The Trustees have availed themselves of different sources of information for their guidance in this very important and delicate matter.

On the one hand, they have invited the confidence and co-operation of the clergymen and presbyteries within the district, and have obtained from the Presbyteries copies of the Reports of the Presbyterial visitation of the Schools, in so far as these were committed to writing and preserved. Some of these Reports, as is for the most part the case with the Reports of Presbyterial visitations, are general in their terms, stating merely the number of scholars, the different branches, and that the school was examined with approbation. In several instances, again, the Reports, (particularly for the present year) are much more special in their nature, and reference is made with great pleasure to these, as exhibiting discrimination, and a deep sense

of the responsibility attached to this important duty. The Reports here referred to afford a strong instance of the very valuable assistance which the Trustees may hope to receive from Presbyteries in the administration of the Bequest.

The Trustees have also taken measures to procure direct information upon the state of the Schools. An opinion was expressed in various quarters that the Reports of the Presbyteries would afford sufficient information for the guidance of the Trustees; and it seemed to be apprehended that any attempt on their part to institute a direct communication with the Schoolmasters and Schools might be regarded by the Clergy as an invasion of their peculiar legal privilege of superintendance.

When it was resolved, however, as was done by the Trustees immediately upon entering into office, that the division should not be equal, but be regulated by a consideration of the respective merits and success of the claimants, it seemed to be indispensable that some means should be adopted of applying one uniform standard of judgment to the whole cases. Now, as there are 13 Presbyteries,

and each of these is sub-divided into several committees for the examination of schools, so that the Presbyterial Reports emanate, in fact, from between 40 and 50 different sources, it seemed vain to expect that these Reports would be formed upon a similar plan, or founded upon one uniform judgment of merit. An inspection of the Reports which have been received will shew that this impression was correct. It is impossible, in the Reports of some of the Presbyteries, to discover any indication of the relative merit or success of the Teachers, however different these are in reality. Nor, indeed, was it to be expected that the Reports of Presbyteries would afford information on this head, the inquiry not being one embraced in the General Assembly's Schedule, or other instructions, or necessarily falling within the design or object of such Reports.

The proceeding adopted by the Trustees in these circumstances, was to order their Clerk to visit the Schools contemplated by the Bequest. He accordingly visited the whole of them during the months of March, April, and May, 1833, and he has again, in July and August of this year, visited the

Schools in one-third part of the district. The particular Reports of these visitations, consisting of notes written out from *memoranda* taken in the Schools, have been frequently referred to in these pages, and are herewith submitted to the Trustees. The kindness and hospitality which, upon these circuits, the Clerk experienced from the Clergymen of the district, and the assistance and information which, in many instances, he received from them, afford gratifying evidence that a direct connection and communication between the Trustees, through their own officer, and the Schoolmasters and Schools, is not incompatible with their possessing the full confidence and co-operation of the Clergy.

There are several cases of inefficiency, whether arising from inaptitude or want of diligence, to which, in addition to those pointed out in a former part of this Report, it will be necessary to call the attention of the Trustees, by submitting particularly to their notice the Reports of the Presbyteries and of the Clerk. This, however, will be more properly done when preparing a scheme of division upon the principle to be determined by the Trustees.

BRANCH III.

PRINCIPLE OF DISTRIBUTION.

THE attention of the Trustees was directed to this subject immediately upon their taking office, by the Report of a Committee of their number appointed to consider as to the most expedient mode for the Trustees to proceed with a view to the due execution of the Trust. That Report recommended, and the recommendation has been acted upon, that, with regard to the accumulated fund of arrears a more equal division should be made “than can be contemplated with respect to the future proceeds of the Trust-funds.” As to subsequent divisions, the Report contains the following paragraph :—

“ With regard, again, to the Distribution of the future annual funds, your Committee know that it will be the anxious wish of the Trustees to carry into effect the laudable intentions of the donor. He has invested the Trustees with very ample discretionary powers as to the distribution of the funds ; and they must

feel, that in a matter so deeply interesting to the country, with a view to raising the general standard of its education, and affecting immediately so large a number of individuals employed in the discharge of an important public duty, it becomes them to exercise great prudence and discretion. They must look at the same time both to the great public object which Mr. Dick had in view, of raising the literary character of the Parochial Schoolmasters and Schools, and the fair rights and expectations of every individual interested in the distribution of the funds committed to them.

“ It humbly appears to your Committee, that were the Trustees to order an *equal* distribution of the funds, without previous investigation or inquiry, they would be disregarding the intentions of Mr. Dick, and be guilty of a neglect of duty.”

The determination of the principle of division is attended with considerations involving much difficulty and delicacy. A memorial was laid before the Trustees, dated 3d October 1829, from a general meeting of the Schoolmasters interested, stating, as their unanimous opinion, that an equal division of the annual income “ would best accomplish the purpose intended by the Testator, and be most satisfactory to all concerned.” The Report of the Committee of Trustees, already quoted, seems to point at a mode of proceeding very different from that here recommended ; and enough has probably been said in the former Branches of this Report, which exhibit a view of the extreme diversity in usefulness,

efficiency, skill, and industry displayed in the different Schools, to shew that an equal distribution could neither attain the express object of the Bequest in elevating the literary character of the Schoolmasters and Schools, nor be consistent with principles of expediency or equity. It was accordingly intimated by the Trustees, when the dividend from the arrears was paid, that although the principle of equal distribution had been adopted in regard to the arrears, that principle was not to be held as in any degree fixed for future divisions, but that these must be dependant upon that activity and literary eminence of schoolmasters and schools, the promotion of which is declared by Mr. Dick to be the object of his Bequest.

It has been anxiously contended by persons whose opinion is entitled to respect, that the adoption of any plan, which will have the effect of giving a larger portion in cases where numerous attendance, the teaching of the higher branches, and other circumstances indicative of an important and useful School, may be attributed to its fortunate locality amid a denser and more wealthy population

than exists in the vicinity of other Schools less numerously attended, and containing few or no scholars in the higher branches, would be unjust, in as much as it would give a preference to the one, and impose a penalty upon the other, in consequence of circumstances, over which neither can exercise any control. It is argued, therefore, that the true criterion is to take the proportion of the number attending School to the population, and divide the Bequest, if there is to be an inequality in the division, according to the degree of success indicated by the ratio of the scholars to the population. Thus, that a Teacher who, with a population of 300, has 30 scholars, should not receive a smaller dividend than one who, out of a population of 1000, has 100 scholars.

Even if this should appear to be an equitable and reasonable principle, it is humbly conceived, that any attempt to carry it into effect would be attended with so many and great obstacles and difficulties, as to preclude the possibility of its application.

In the first place, the circumstances of different parishes differ widely, not only in re-

spect of population, but also of extent ; and, in many parishes, considerable portions of the population are at such a distance from the Parochial School, however central may be its situation, that it is impossible they can send any scholars to it. Here, therefore, the Teacher of the extensive parish would suffer a manifest injustice by the proposed plan.

It is said again, that if the Parishes cannot be taken, a circle round the School may, including a district of such a size, that all children of the usual age might be expected to attend. This, however, would require a new, and very laborious and careful survey of the three counties, and it will be kept in view, in how many cases these circles would intersect each other on account of the vicinity of Schools in neighbouring parishes, and, in all such cases, injustice would be suffered by all the incumbents on account of the diminution of their district.

It is obvious, moreover, that, in such a plan, it would be necessary to take account of other circumstances, the ascertainment of which, difficult at any one time, would be next to impossible at those continually successive

periods, at which they would here be required. The accidental state of the population, in a particular district at a particular time, in numerous cases affects the attendance at School directly and materially. The existence of private Schools in the vicinity must also materially diminish the number of scholars, and, in such a case as this, it is clear that a Teacher, even of distinguished merit, would suffer in competition with another of inferior qualifications, upon the principle in question. It is further obvious, that the principle alluded to excludes the consideration of relative merit in teaching, in which, as has been shewn, there is so wide and important a discrepancy.

These reasons appear sufficiently to demonstrate, that the single consideration of the proportion of scholars to the population of the parish, or of the surrounding district, could neither be uniformly applied, nor produce the effect for which the Bequest is designed. The circumstance is, undoubtedly, one of very great importance, and well worthy of being kept in view in any scheme which may be adopted, but the grand error involved in it appears to be, that it takes as an exclusive

crit^{er}ion that which, in reality, forms only one of many tests of a Schoolmaster's diligence and success ; and further, that it assumes the individual merit of the Teacher as the principle of division, without reference to the importance of the School, or the labour and qualifications which the effective management of it may demand.

It appears to be more consonant with reason, and with the express design of the Bequest, that it should be divided upon a plan which embraces and gives effect to all the details, and every particular by which the Parochial School, in its constitution and management is characterized, and its efficiency or inefficiency indicated. The true wisdom seems to be, in this way to follow the course which long experience has already approved, and to study in applying the Bequest not to make it disturb or jar with those arrangements and principles which have hitherto conducted to the efficiency and success of the establishment of Parochial Schools, but to endeavour, if possible, to confirm these arrangements and principles where they are already thoroughly established, and to lend additional strength

and efficacy to their operation, in the quarters where it may have been impaired or obstructed.

It is in accordance with these views, that the mode of division about to be submitted to the consideration of the Trustees, has been devised. In a matter so entirely new, and where no assistance could be obtained from authority or precedent, the consideration of this matter has been attended with great anxiety, and while there has existed the strongest desire carefully to avoid the rash adoption of any principle or element without a clear and satisfactory perception of its tendency and probable influence, the scheme is submitted with the greatest deference, and under a deep sense of the imperfections with which, considering the novelty and difficulty of the circumstances, it can scarcely fail to be characterised.

It is proposed, then, that the distribution be made upon a consideration of the relative circumstances of the different Schools in respect of the following particulars, viz.

1. The number of scholars.
2. Their attendance.
3. The higher branches taught.
4. The salary.

5. The School fees.
6. Gratis scholars.
7. The merit of the Teacher.

[It is unnecessary to insert here the details of the mode in which effect is to be given to these elements respectively. That portion of the report is therefore omitted, and there follow the remarks made in regard to the principles upon which these elements have been selected.]

1. THE NUMBER OF SCHOLARS.

An objection to the admission of this as an element has already been alluded to, viz. that the circumstances of the parish or district may preclude the Teacher who has few scholars from having more.

It has been shewn, in reference to this, that the enquiry "how many scholars ought to be at the Parish School?" is one for the solution of which adequate information is not possessed, and cannot be obtained. But a numerous attendance of scholars affords a

strong positive presumption in favour of the attention and diligence of the Teacher. If his situation is such that he cannot, by possibility, command a large attendance, that is a disadvantage arising out of the circumstances in which he is placed. Similar disadvantages are attended with the same result of rendering the exertions of individuals less productive in every class and profession. And the distinction between the more and less fortunate locality is found in the Teacher's own profession, and in all the sources of his emolument. The Act of Parliament recognises a variety in the amount of salary from £25 to £34, and the school-fees vary within the three counties from £2. 4s. to £86. 1s. Now, it has never been contended, that in regard to these sources of emolument, particularly the latter, a principle of equality should be introduced.

Again, it must always be kept in view that the eminence which the Trustees are to distinguish and reward, and the elevation which, in terms of the trust-deed, they are to endeavour to effect, are the eminence and elevation, not of Schoolmasters alone, but of the

Schools also. The words of the Deed are “to encourage active Schoolmasters, and gradually to elevate the literary character of the Parochial Schoolmasters and *Schools* aforesaid.” There is certainly no surer indication of the activity of a schoolmaster, nor any consequence of the elevation of the literary character of a school more certain, than a large and increasing concourse of scholars.

While these observations appear to establish the propriety of taking the number of scholars as one element, it will be kept in view, that the allowance under the other heads, together with the proposed addition or subtraction under that of merit, will serve to qualify and check any undue preponderance under this; an effect which, in reality, will be common to all the elements of the calculation.

Although, for the reasons above stated, it is thought proper to give absolute weight to the number of pupils, this has been done in such a manner, and by such a progression, that the lower numbers of scholars attending are of much greater value than the higher numbers. Considerations of an obvious nature have dictated this. It is necessary, upon

the same principles, the value of which has been so highly appreciated in the institution of Parochial Schools, viz. that they furnish education even in the most deserted and unproductive regions—to admit the claim of that school whose sources of support among the population are limited—to admit it in such a degree as the support of the Teacher and its existence as a school demand. In this manner it is sustained as an institution, its claims being, in respect of its situation, estimated, in so far as regards numbers, at a higher ratio than those of the school in the more productive region.

2. ATTENDANCE.

The object of adopting this as an element in the distribution, is very important. It has already been stated, that of 10,465 scholars enrolled in 123 Schools from which returns have been obtained during the year ending Martinmas 1833, only 4,693 (being considerably less than the half of the total number,) attended regularly for six months or upwards. The unhappy influence which the habits of

irregularity and laxity indicated by this striking fact, are calculated to exercise upon the Schools, has already been pointed out. It is hoped that, by rendering the dividend from the Bequest to a certain extent dependant upon the absence or diminution of this evil, some effect may be produced, with a view to its removal or mitigation.

3. HIGHER BRANCHES.

The terms of the Bequest, so often already quoted, appear to leave the Trustees no alternative in giving weight to the extent as well as the skill found in teaching the higher branches of literature usually taught in Parochial Schools, as these have a large share in determining the standard of the literary character of both Schoolmasters and scholars.

It appears strange to propose to reckon English Grammar among the higher branches, and it is hoped that, at no distant period, it may, by being taught universally, be excluded from the list under this head. At present it seems to afford the most probable prospect of

that result, to confer upon it that distinction. English Grammar, therefore, and Geography, are reckoned higher branches, along with Mathematics, Latin, Greek, French, &c.

4. SALARY.

The resolution and views of the Trustees upon this head have already been detailed.

5. SCHOOL-FEES.

The importance of the payment of fees, and of interposing a check to the prevailing laxity in exacting them, has, at a former part of the Report, been fully exhibited. The admission of the amount of fees as an element in calculating the value of the claim, will, it is apprehended, have a direct and powerful tendency to correct the evil. It will, moreover, act as an additional reward (to that which, under the third head, is directly conferred,) in respect of the successful cultivation of the higher branches of literature.

6. GRATIS SCHOLARS.

In order to obviate, in some degree, the objection which might be urged, that the admission of the principle under the last head is inimical to the interests of Teachers in poor districts, where there may be a considerable proportion of poor scholars, it is proposed to admit the number of these as an element in the computation.

7. MERIT.

It has already been remarked, that any allowance to be made under this head must, in a great measure, be arbitrary, as there are no defined terms by which merit in teaching can be reduced to a precise calculation. It will therefore be admitted by the Trustees, upon a due and careful consideration of the various Reports, and other sources of information which they possess.

It will naturally occur, on considering the proposed plan, that there will be considerable liability to errors and mistakes. That such is the case is felt and fully admitted, and there is the strongest necessity for adopting every proper and reasonable preventive and check against errors of every description, and from whatever source.

It is proposed, therefore, to require the claimants annually to render to the Trustees Returns of a much ampler and more specific nature than those made by them for the year ending Martinmas 1833. When the Trustees shall have fixed the principle of distribution, a draft of the Return proposed to be demanded in future will, if their resolution shall render it necessary, be submitted for consideration. It is intended that each claimant shall be required to specify the names of all the scholars enrolled during the year, with the date of enrolment—the date of leaving school—the number of days on which each scholar attended—the branches studied by each—the fees paid by each—the arrears of fees due by any or each—the number of gratis scholars, (the poverty of

these to be properly certified), with any other particulars which may be thought necessary or expedient,—and an abstract of the whole. It is proposed that this Return be certified by the Clergyman of the parish, or the Moderator or Clerk of the Presbytery, and that it be verified, if required, by production to the Trustees, or their officer, of the rolls, books, or other documents upon which it is founded.

As several of the Presbyteries have not preserved any written record of the visitations of the Schools within their bounds, and it has been desired and suggested in several quarters that a statement should be furnished of “ what particulars the Trustees would wish to have embodied in the Report of Presbyterial visitations of Schools to be furnished to them ;” it is proposed, with the approbation of the Trustees, to prepare and transmit to the different Presbyteries, before the period for examining the Schools in the ensuing year, a Formula or Specification of the particular points to which it is desirable that Presbyteries, in the Reports of their visitations should advert. This document would

embrace the number of scholars present—the number at the time studying each different branch—a particular query in regard to the success with which each branch is taught, and a separate space for general remarks as to the system, discipline, &c.

This Presbyterial Return would also afford an excellent opportunity of ascertaining what it was hoped to derive from the ordinary Returns to the General Assembly, but which these Returns exhibit very irregularly and imperfectly, viz. a statement of the number of private schools, and of the scholars attending these. This is a circumstance often directly indicative of the success and diligence of the Parochial Schoolmaster.

APPENDIX.

TABLE of RESULTS derived from Returns obtained by the TRUSTEES of Mr. DICK'S BEQUEST, from the Parochial Schoolmasters of the Counties of Aberdeen, Banff, and Moray, in regard to the State of Education, and, more particularly, of the Parochial Schools in these Counties.

1. POPULATION.

The population of the three counties, agreeably to the Parliamentary Census of 1831, is as follows, viz. :

| | | | | | | | |
|-----------------|---|---|---|---|---|------|---------|
| Aberdeen, | - | - | - | - | - | | 177,651 |
| Banff, - | - | - | - | - | - | | 48,604 |
| Elgin or Moray, | - | - | - | - | - | | 34,231 |
| | | | | | | Sum, | 260,486 |

But in order to ascertain the precise amount of population to which the Returns apply, it is necessary to deduct the population of the following Royal Burghs, which are excluded by the terms of Mr. Dick's Settlement, viz. :

| | |
|----------------------|---------|
| <i>Carry forward</i> | 260,486 |
|----------------------|---------|

| | | | | | | |
|------------------|---|---|--------|----------|------------------------|---------|
| | | | | | <i>Brought forward</i> | 260,486 |
| Aberdeen, | - | - | 58,019 | | | |
| less Old Machar, | - | - | 25,107 | | | |
| | | | <hr/> | | 32,912 | |
| Banff, | - | - | - | - | 6,130 | |
| Elgin, | - | - | - | - | 3,711 | |
| Forres, | - | - | - | - | 3,895 | |
| | | | | | <hr/> | 46,648 |
| | | | | | | <hr/> |
| | | | | Remains, | - | 213,838 |

Add the following portions of the population of the parishes here named—these portions being in other counties, while the Returns apply to the entire population of each parish, viz.:

| | | | | | | |
|--------------------|---|---|---|---|-------|-------|
| Abernethy, | - | - | - | - | 834 | |
| Banchory Devenick, | - | - | - | - | 1,905 | |
| Drumoak, | - | - | - | - | 162 | |
| Duthil, | - | - | - | - | 586 | |
| | | | | | <hr/> | 3,487 |
| | | | | | | <hr/> |

| | | |
|--|---|---------|
| Amount of population per census 1831, to which | } | 217,325 |
| the Returns are applicable, - - - - - | | |

Note.—It will be observed that the Returns were obtained in January, 1833, and the results specified are applicable to that period, unless stated to be otherwise.

2. GENERAL STATE OF EDUCATION AND SCHOOLS.

The total number of Day Schools of all descriptions within the district is - - - - - 528

The total number of scholars attending these in January, 1833, was, - - - - - 20,612

The proportion of persons attending Schools in the district, therefore, is to the population as $9\frac{1}{2}$ to 100.

The average number of scholars to each School is $39\frac{1}{4}$.

It will be observed that these Returns were made at a period when the attendance was at the highest point which it attains throughout the year, and that some of the Schools are of that temporary description which only supplies education in remote districts during the severe months of winter.

It will also be observed, however, that the number of scholars stated above is only the number in attendance at a particular period. The total number enrolled during the year would be about 1-5th or 1-4th more, which would give about $11\frac{1}{2}$ scholars to 100 of population, or about 1-9th of the whole population.

The Schedule of Queries upon which the Returns were made contained an inquiry as to the number of persons in each parish above six years of age unable to read, and the proportion of these under twenty years of age, and a similar inquiry regarding the number of persons above eight years of age unable to write, and the proportion of these under twenty. To the former inquiry precise returns have been obtained from 93 parishes; the result of which is as follows, viz.:

32 Parishes contain persons above six years of age unable to read,
to the number of - - - - 1,433

And of these the proportion under twenty years of
age is - - - - 851

61 Parishes contain no individual above six years of age
unable to read.

93

33 Parishes contain persons above eight years of age un-
able to write, to the number of - - - 4,251

And of these there are, under twenty years of age, - 1,920

25 Parishes contain no person above eight years of age
unable to write.

58

It may be remarked, generally, that in so far as appears from

these Returns, the deficiency in reading prevails principally in the remote and thinly-peopled districts of the Presbyteries of Abernethy and Kincardine-O'Neil—the number returned in these two Presbyteries alone being 1154, which is 4-5ths of the total number returned as unable to read.

The deficiency in regard to writing prevails to the greatest extent in the same districts, and also to a great extent in Buchan, and in the neighbourhood of the towns of Aberdeen, Elgin, and Forres.

The total number of scholars returned as taught gratis in the Parochial Schools is - - - - - 767

This, however, is exclusive of many from whom nothing is received, on account of the remissness of the parents in paying, and the laxity of the Teacher in exacting fees.

The Returns do not embrace the number of gratis scholars at private schools.

The total expense of education in the district appears to be as follows :

1. *Parochial Schools.*

| | | | |
|--|--------|--------|--------------------|
| Amount of salaries paid by Heritors, | £3,799 | 15 | 6 $\frac{3}{4}$ |
| Annual value of accommodations provided by the Heritors, - - - | £811 | 10 | 0 |
| Compensation given in lieu of ditto in terms of the act, - - | 164 | 18 | 4 $\frac{1}{2}$ |
| Add value not returned in five cases, | 35 | 0 | 0 |
| | | | <hr/> |
| | | 1,011 | 8 4 $\frac{1}{2}$ |
| Annual amount of School-fees, | - | 2,174 | 15 4 |
| | | | <hr/> |
| | | £6,985 | 19 3 $\frac{1}{4}$ |

2. *Private Schools.*

| | | | |
|------------------------------|------|-----|---------------------------|
| Amount of annual endowments, | £839 | 9 | 7 |
| | | | <hr/> |
| Carry forward, | £839 | 9 7 | £6,985 19 3 $\frac{1}{4}$ |

Brought forward, £839 9 7 £6,985 19 3½

[It is probable that a small sum ought to be stated here in respect of accommodations furnished to Private Schools, but the Returns contain no data for ascertaining the amount of this, and it is believed not to be large.]

Annual amount of school fees returned in 253 cases, £2,440 8 3

In regard to 138 Private Schools, no Return has been made; but at a corresponding ratio with the above, the fees in these cases would amount to

| | | | | | |
|-----------------------------|------------|--|------------|--|---------------|
| | £1,331 2 6 | | 3,771 10 9 | | 4,611 0 4 |
| Expense of Private Schools, | | | | | 4,611 0 4 |
| Total, | | | | | £11,596 19 7½ |

The annual expense, therefore, of the education of each person attending School—the number being 20,612—is, *including endowments*, 11s. 3¼d.

The amount of fees is—

| | |
|---------------------------------------|-------------|
| Parochial Schools, - - - - | £2,174 15 4 |
| Private Schools (estimated as above), | 3,771 10 9 |
| Sum, | £5,946 6 1 |

Which, divided by the number of scholars, gives, as the annual expense to each scholar, the sum of 5s. 9¼d.

To the Heritors, the expense of the Parochial Schools is (as already shewn) as follows, viz. :

| | | | | | |
|--|---|---|--------|----|------------------|
| 1. Amount of salaries, | - | - | £3,799 | 15 | 6 $\frac{3}{4}$ |
| N.B.—For one-half of the above they have relief against their tenants. | | | | | |
| 2. Annual value of accommodations, and compensation in lieu thereof, | - | - | 1,011 | 8 | 4 $\frac{1}{2}$ |
| Sum, | - | - | £4,811 | 3 | 11 $\frac{1}{4}$ |

The real rent of the district is shewn by the Returns to be
£592,632

The burden of school salaries and endowments is therefore at the rate of 16s. 3d. per £100 ; and the number of Heritors being 770, the average burden to each (without deducting the Tenants' share of salary) is - - - - - £6 4 11 $\frac{1}{2}$

3. PAROCHIAL SCHOOLS AND SCHOOLMASTERS.

The number of parishes containing Schools admitted or admissible to the Bequest, is 123.

Of these, 114 contain each one Parochial School, - 114

One parish (Leochel Cushnie) contains two original Parochial Schools, - - - - - 2

And eight parishes, viz. Cromdale, Deer, Gamrie, Kincardine-O'Neil, Knockando, Longside, Lonmay, and New Deer, in consequence of the erection of additional Parochial Schools within the district, under the act 1803, contain original and additional Parochial Schools to the number of 21

137

The average number of scholars attending these Schools is, in winter, - - - - - *7,674

* The accuracy of this number is proved by the Returns of the number of scholars present in each School the day after the receipt of each schedule—the aggregate of which is 7,412.

| | | | | | |
|---|---|---|---|---|-------|
| And in summer, | - | - | - | - | 5,517 |
| The above numbers give an average to each School of | | | | | |
| In winter, | - | - | - | - | 56 |
| In summer, | - | - | - | - | 40½ |

Note.—It is shewn by the Returns for the year from Martinmas 1832, to Martinmas 1833, that the total number of scholars enrolled during that year was 10,465, and that of these only 4,693 attended for a period of six months or upwards.

The aggregate of the ages at which scholars enter, as stated in 133 Returns, is 735½, which gives as the average age of entering School nearly - - - - - 5½

The aggregate of the ages at which scholars leave School, as contained in 118 Returns, is 1760, which gives as the average age at leaving School, - - - - - 15

A Return was obtained of the greatest distance from which scholars come to Parochial Schools. The general Return is between two miles and three and a half miles. In a good many cases it is four and five miles; and in one case (Inveraven) the distance is stated to be six miles.

The numbers studying the different branches are as follows, viz. :

| | | | | | | |
|--------------|---|---|---|---|---|-------|
| English,* | - | - | - | - | - | 5,814 |
| Writing, | - | - | - | - | - | 4,105 |
| Arithmetic, | - | - | - | - | - | 2,422 |
| Mathemstics, | - | - | - | - | - | 122 |
| Geography, | - | - | - | - | - | 175 |
| Greek, | - | - | - | - | - | 36 |

* This number is smaller than it ought to be, in consequence of several Returns erroneously excluding from this branch all those studying other branches. The correct number would have been within about 300 of the total number of scholars—i. e. about 7,400.

| | | | | | | | | |
|---------|---|---|---|---|---|---|---|-----|
| Latin, | - | - | - | - | - | - | - | 433 |
| French, | - | - | - | - | - | - | - | 2 |

The Schedule of Queries contained no enquiry as to the number learning English Grammar, it not having been adverted to that it is taught as a separate and independent branch. The number was, however, ascertained by the Clerk upon his visitation in March, April, and May, 1833, to be - - - 548

The rate of fees varies. In some of the principal towns (such as Peterhead and Fraserburgh) the fees are higher than in country parishes, the fee for English, in such towns, being 4s. and 5s. per quarter. In only one instance, again, is that fee so low as 1s. per quarter. The following list shews the ordinary amount of fees for the different branches:—

| | | | | Per quarter. | | | |
|---|---|---|---|--------------|---------|----|----------|
| English, | - | - | - | from | 1s. 6d. | to | 2s. 6d. |
| Do. with writing, | - | - | — | | 2s. 0d. | - | 3s. 6d. |
| Do. with do. and arithmetic, | - | - | — | | 2s. 6d. | - | 4s. 0d. |
| Mathematics, | - | - | — | | 3s. 0d. | - | 10s. 6d. |
| Geography, | - | - | - | — | 0s. 6d. | - | 7s. 6d. |
| [In some cases no fee charged for this branch.] | | | | | | | |
| Latin, | - | - | - | — | 2s. 0d. | - | 7s. 6d. |
| Do. with Greek, | - | - | - | — | 5s. 0d. | - | 10s. 6d. |
| French, | - | - | - | - | 5s. 0s. | - | 10s. 6d. |

The total number of gratis scholars, as already stated, is 767.

But that number is exclusive of many from whom no fees are actually received.

Schoolmasters.

The aggregate of the ages of the incumbents in January, 1833, was 5,788. The average age is therefore 42 years and three months.

The aggregate of the years during which they have taught is 2,916 $\frac{3}{4}$. So that the average age at the date of appointment is rather under 21 years.

Many of the appointments, however, have taken place at the ages of 18 and 19, and, in one or two instances, so early as 15 and 16.

19 Schoolmasters were, in January 1833, of the age of 60 and upwards; of these 7 had assistants.

Mr. Mackenzie, Cruden, was teaching at the age of 75 without an assistant from inability to pay for one.

There were in all, in January 1833, assistant Teachers to the number of - - - - - 18

But of these two were only temporary, on account of the

absence of the incumbents at college, - - - - - 2

Remain 16

Employed for the following causes, viz.

Age and infirmity of Incumbents, - - - - - 7

Mental derangement and ill health, - - - - - 3

Incapacity of incumbent, - - - - - 1

On account of number of scholars, and different branches, - - - - - 5

16

The emoluments of twelve of these assistants have been returned at £342. 16s., yielding an average for each of £28. 11s. 4d.

All the 137 Teachers had attended a university except 20, the attendance having generally been for a period of four years.

Of the Teachers, there are,

Married, - - - - - 58

Widowers, - - - - - 6

Unmarried, - - - - - 73

137

The aggregate number of the children of those who are, or have been married, is 218.

The Schoolmasters' Widows' Fund was instituted in the year 1807, and it was optional to the incumbents previously in office to contribute or not; of the Teachers within the district 137

There are non-contributors, - - - - - 28

Remain 109

who contribute according to the following table, shewing the rates, annual payments, and annual benefit to the widow, whom failing by death or second marriage, the incumbent's family have the benefit, agreeably to regulations, which it is unnecessary to detail here.

| Rate. | Number of Contributors. | Annual Payment. | | | Annuity. | | |
|-------|-------------------------|-----------------|----|----|----------|----|----|
| | | £ | s. | d. | £ | s. | d. |
| 1. | 3 | 5 | 5 | 0 | 25 | 0 | 0 |
| 2. | 2 | 4 | 4 | 0 | 20 | 0 | 0 |
| 3. | 5 | 3 | 3 | 0 | 15 | 0 | 0 |
| 4. | 19 | 2 | 2 | 0 | 10 | 0 | 0 |
| 5. | 80 | 1 | 1 | 0 | 5 | 0 | 0 |
| | 109 | | | | | | |

There are 9 Teachers who receive boarders, and the total number of boarders, in January 1833, was 33.

EMOLUMENTS OF PAROCHIAL TEACHERS.

| | | |
|----------------------------|---|---------------------------|
| £3,799 15 6 $\frac{3}{4}$ | The amount of salaries received from Heritors is | £3,799 15 6 $\frac{3}{4}$ |
| | Which, divided among 137 Teachers, gives an average to each of - - - - | £27 14 8 $\frac{1}{2}$ |
| | <i>Note.</i> —The maximum salary is given in twenty-three cases, and ten of these are in the county of Moray. | |
| 2,174 15 4 | The annual amount of School fees, being £2,174. 15s. 4d., gives an average to each School of - | 15 17 5 $\frac{3}{4}$ |
| £5,974 10 10 $\frac{3}{4}$ | Average income from salary and fees, - | £43 12 2 $\frac{1}{2}$ |

There are additional emoluments arising from other sources, such as Session-clerkships, mortifications, taking up militia lists, enrolments under Reform Bill, &c. &c. returned at £694 1 6
But this is subject to deduction of

| | | | |
|----------------------------|----------------|----------|------------------------|
| £5,974 10 10 $\frac{3}{4}$ | Carry forward, | £694 1 6 | £43 12 2 $\frac{1}{2}$ |
|----------------------------|----------------|----------|------------------------|

